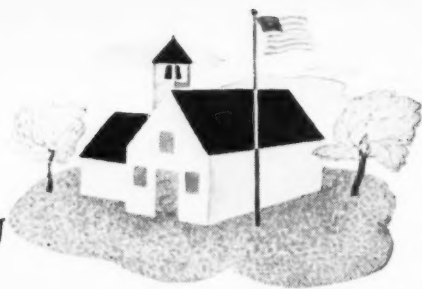


THE BUSINESS EDUCATION WORLD



A MONUMENT TO BUSINESS
LOS ANGELES AIRPORT-DAY AND NIGHT VIEW
VOL. XVI • APRIL 1936 • NO. 8

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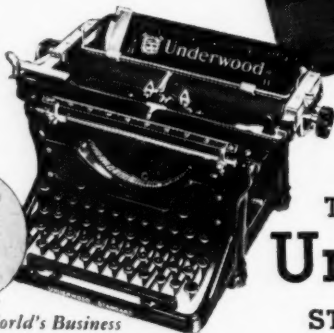
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No. 8

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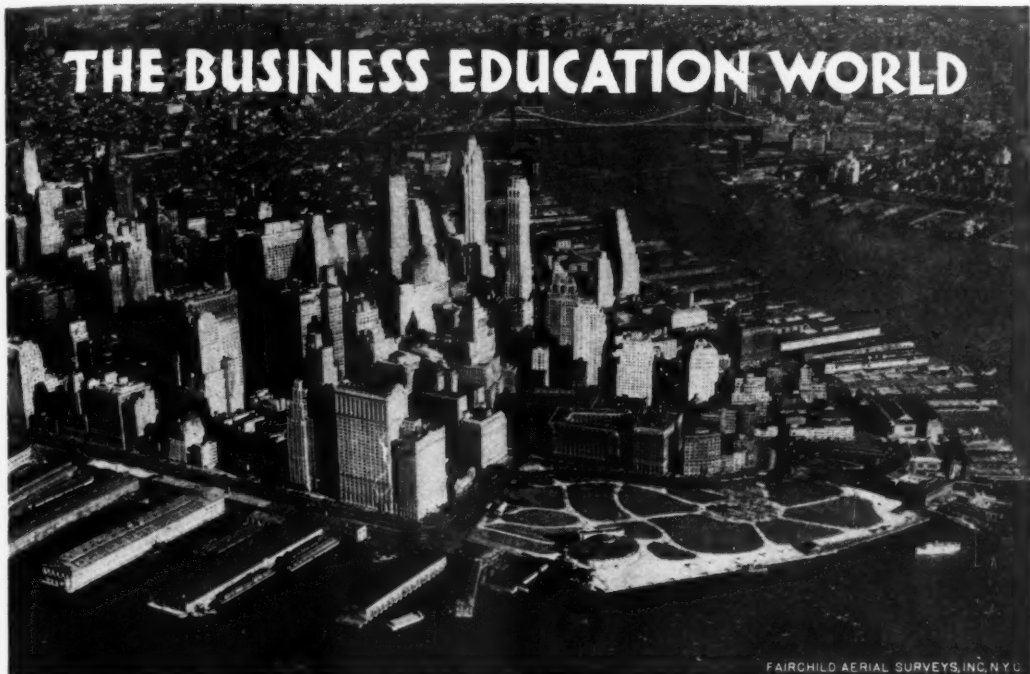
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THE BUSINESS EDUCATION WORLD



Vol. XVI

APRIL, 1936

No. 8

CULTURE, A VALUED BUSINESS ASSET

"Culture is what is left after you have forgotten everything"

G. BROMLEY OXNAM

President, DePauw University, Greencastle, Indiana

CULTURE is an asset. It has its proper place on the balance sheet. In many important sections of the business world, this intangible something we call culture is a primary factor in building up that most important asset called good will.

For instance, a child specialist was called to a wealthy home. He was a brilliant physician and, after a thorough examination, diagnosed the case correctly, and prescribed treatment. After leaving the child's bedroom, he stood for a moment or two in the living room with the parents of the sick child. They discussed the case. Before leaving, the doctor turned to examine the paintings that hung upon the walls of that beautiful room. He

turned to the owner of the house and said, "That is one of the most beautiful Barbizons I have ever seen." The use of the term Barbizon revealed his acquaintance with that school of painters associated with the little village of Barbizon, France. He knew that Millet, Rousseau, Corot, Daubigny, and others had painted their canvasses in the Forest of Fontainebleau nearby. It was a Rousseau sunset that had attracted his attention. I would not for one moment direct attention to culture for monetary reasons, but I do know that this doctor had increased the asset known as good will on his own balance sheet by his acquaintance with this phase of the realm called culture.

But what is culture? The French educator, Auguste Declos, says, "Culture is not encyclopaedism." He means that culture is not knowing everything about everything. Occasionally we meet a person of encyclopaedic knowledge. Quite often these people cannot mobilize their amazing knowledge and attack a particular problem. None of us can know everything.

Declos adds, "Culture is not specialism." He is not discounting sound specialization. It is imperative that we master a restricted area and be able to speak with authority therein. He is attacking that narrow specialization that violates the engineering principle, namely, that as buildings increase in height, foundations must be broadened. In a word, we must have cultural foundations sufficiently extensive to carry the specialized structure.

Van Denman Thompson, world famous organist and composer, says, "Professors are supposed to be specialists in a field of learning. I fear the fields have been reduced to such an extent that they may more properly be called intellectual rock-gardens, with perhaps more rocks than garden." I know a professor who moves, lives, and has his being in the field of Greek literature. The only reason he knows the term "Babe Ruth" is because it is associated with Homer. No, culture is not specialism.

Culture is what is left after you have forgotten everything. This is the definition Declos reaches. If that be true, there are many cultured students on the campus during examination periods. Seriously, though, may I ask, "What is left after you have forgotten everything?"

Though We Forget, We Still Have These

First, the understanding quickened and deepened. Whatever may be the business field in which you serve, the understanding quickened and deepened is an asset. The best example of the understanding quickened and deepened that I have encountered during recent years was the Grand Duchess Marie of Russia. She had come to DePauw University to address our students. After a very able lecture, she remained to take supper

with us and a group of ten or fifteen "co-eds" whom we had invited to meet her. I had just finished her book, "The Education of a Princess." You may remember that her uncle had been assassinated, her father executed, and she had been driven from her native land. During the course of the evening, I said to her, "I do not see how you could have written that book."

You Do Not Hate an Earthquake

With a puzzled expression upon her face, she said, "I do not know what you mean." I replied, "If I had gone through the experiences that have been yours and had written a book describing those experiences, I am certain I would have manifested resentment. I fear hatred would have been present. I read your book very carefully and I did not find a trace of hatred in it."

Her reply was very quiet, very profound. It revealed the understanding quickened and deepened. "You do not hate an earthquake, do you?" she said. Her answer disclosed a mind capable of penetrating an emotional situation and of reaching the fact. As a matter of fact, Russia did experience an earthquake. In the crust of the earth are fault lines. Along these lines, the tear or rip that causes the earthquake runs. Unfortunately, these physical fault lines in the earth crust cannot be removed, and earthquake in certain areas is inevitable. Similarly, fault lines are to be found in the social crust. These are fault lines of injustice, exploitation, and tyranny. The social earthquake travels along these lines. Fortunately, social fault lines can be removed and social earthquake prevented. Unfortunately, Russia did not possess leadership sufficiently intelligent to remove the fault lines. In 1905, the first tremors were felt. In 1917 came the terrific seismic shocks that brought czarism to the earth in ruins. "You do not hate an earthquake, do you?"

The understanding quickened and deepened is but one of the several factors left after one has forgotten everything. It is one of the elements of culture. Culture is not to be won in a day. Nor can a peripatetic lecturer on "How to Develop a Personality" give you culture, not even if you take the

"personality powders" he sells at \$25 a box. Becoming the life of the party by taking mail-taught music lessons is not the way. Your newly learned French phrase may surprise your friends. It may astound a Frenchman, too. No, no, culture is won by the slower, surer way of growth. It is a matter of years. Reading the best of the present and of the past, listening to the best of today and yesterday, seeing the best of contemporary artists and architects, and not forgetting the masters who preceded them!

I know a broker who is a well-known student and authority on Shakespeare. Folger of Standard Oil gave us the Folger Shakespearean Library in Washington. I know the chief executive officer and owner of a great firm of manufacturing chemists, who has collected all of the works of Stephen Foster, the American song-writer. I know an automobile manufacturer who has an extraordinary collection of the first editions of Charles Dickens. One of America's most famous preachers is a well-known collector of etchings and an authority on porcelains. These men work, and work hard. But they know the joy and the value of the enlarging mind.

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SOME FALLACIES IN BUSINESS EDUCATION

• HERBERT A. TONNE, Ph.D.

Associate Professor of Education
New York University

Certain fallacies that have hindered the solution of important business education problems are exploded

It is a human characteristic to make judgments based on half-truths. Commercial teachers are no exception to this generalization, which itself is probably somewhat lacking in complete truth. In presenting some of the fallacies persistent in business education, which might better be called half-truths, the writer desires not to give the impression that the opposite of the fallacy stated is itself true; therefore, each of the fallacies presented in this series is followed by its converse, which also is lacking in complete truth.

Must commercial subjects be vocational?—

It is often assumed by commercial teachers that, when subjects are classified as commercial, they must be classified and justified as vocational subjects. This is not necessarily so, unless we define commercial education as solely and completely vocational education. If this definition is correct, then many subjects that are now taught as commercial subjects must be eliminated from the commercial program. If, however, we think in terms of the present program of commercial education, then we are certainly not justified in considering all commercial subjects as necessarily vocational.

Economic geography is a useful subject and rich in its educational possibilities, but it cannot be taught directly and specifically for vocational purposes. Neither should we try to lead our students to believe that this subject is primarily and strictly a vocational subject. The fallacy made in assuming that all commercial subjects are vocational and, therefore, must be so justified is based upon the confusion of one of several possible definitions of business education with the actual program now in the school, which follows no particular definition precisely.

*Are commercial subjects superior in cultural value?—*The converse opinion rendered

by many commercial teachers is that, because commercial subjects are practical and tend to deal with everyday affairs, they are, therefore, superior in cultural values to other subjects. Some teachers go to the extreme of saying that commercial subjects are superior in cultural value to the traditional classical subjects. While we have no evidence to the contrary and, therefore, are justified in classing commercial subjects as having cultural value equal to that of the traditional subjects, this lack of evidence does not justify us in believing that commercial subjects are of superior value in this respect. Such an opinion or judgment must be classified as wish fulfillment.

That business law and economic geography, if properly taught, are rich in their cultural implications is, of course, not questioned. They deal with present-day situations in terms of the past and, therefore, should give splendid opportunities for better understanding of the world about us. To assume, however, that these subjects are necessarily more cultural than French or Latin or even mathematics is erroneous, for these subjects can also be applied to our present situation and, if properly taught, can have as much cultural value as any other subject in the program. The cultural value of a subject—that is, its value in giving the student an understanding of the cause and effect in our present-day environment—is achieved not by any particular content but rather by the manner in which this content is taught. If poorly taught, any subject will be lacking in cultural value.

Economic geography, for example, and any other business subject, if poorly taught, can be lacking in cultural value, or it can be the means of opening a new world to students if properly presented.

(Additional fallacies next month)

THE STORY OF SHORTHAND

• By JOHN ROBERT GREGG, S.C.D.

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Chapter XVI

THE FAMOUS HOUSE OF GURNEY (*Continued*)

5

The later Gurneys were highly educated men. Some of them had been admitted to the Bar, and practiced in the courts with distinction; one of them, Sir John Gurney, had a distinguished career as Judge of the Exchequer. The high esteem in which the Gurneys were held by great statesmen and by members of both Houses of Parliament was shown on many occasions. Authors of more recent systems than the Gurney tried desperately to break down the official reporting "monopoly" held by the Gurneys, and ridiculed the Gurney system—but not the work of the Gurney firm, for that was above criticism.

In view of the splendid achievements of the Gurneys as reporters, it is to be regretted that Isaac Pitman should have said in his "History of Shorthand," first published in 1847, and in all subsequent editions:

The publication of Parliamentary debates caused a demand for reporters, and for a system equal to their wants. Mason's, adopted by Gurney, was found insufficient. Its lengthy outlines could not be traced fast enough for the reporter to keep pace with the flow of eloquence that he often had to record, and numerous arbitrary signs and contractions were too cumbersome for memory.

On the other hand, the noted shorthand reporter and author, Edward Pocknell, said:

Those who have ever had the opportunity of witnessing the Government shorthand writers at work in committees or in reading their transcripts in print need not be told how admirably their work is performed. The result is more than a sufficient answer to those who are sometimes taught to look on the Mason-Gurney system as antiquated and out of date. Its merit is legibility rather than brevity—which is certainly preferable to brevity at the expense of legibility. The Gurney system necessitates more physical but less mental labor than some modern systems; but when the notes are written, the transcription is almost mechanical.

In an article on Parliamentary reporting, Thomas Allen Reed, the foremost practical exponent of Pitman's "Phonography" in its early days and for more than half a century, said:

In 1802 an Act was passed . . . and among the provisions of the Act is one for the appointment by the Clerk of the House of a Shorthand Writer who was to be sworn . . . and the Messrs. Gurney obtained that appointment, and their family continues to this day to supply

stenographers to the Parliamentary Committees. The admirable manner in which their work has been done is universally acknowledged, and all shorthand writers may feel proud of their achievements. I am informed by the Messrs. Gurney that their books of daily engagements, now in their possession, go back to 1785.

For the most part, the Gurneys did not attempt to answer attacks, but occasionally they were compelled to correct gross misrepresentations. On such occasions, their letters to the press were courteous, dignified, and in good taste, very much in accordance with traditions of the great legislative bodies that it was their business to report. They never attempted to do more than correct the misstatements; indeed, their letters usually ended with generous tributes to the excellence of the work done by writers of systems other than their own. The word "falsehood" was not used, and its milder equivalent, "terminological inexactitude," had not then been coined by a distinguished statesman.

6

In the course of their business the Gurneys traveled to various parts of the country, particularly to Edinburgh and Dublin. Burns's familiar warning, "A chiel's amang ye takin' notes," referred to W. B. Gurney, as did also Byron's mention of the name in "Don Juan":

The best is that in shorthand ta'en by Gurney
Who to Madrid on purpose took a journey.

Mr. Gurney Salter, in his brochure, says: "The Gurney staff had a peculiar character; it did not consist of shorthand writers picked up year by year, but of men who gave their lives to it. Coming into the office as young men, they began by learning to transcribe the shorthand notes of writers on the staff until they had acquired a high proficiency in writing and other qualifications required for becoming members themselves. Some men entered at about the age of twenty and continued until they passed seventy. In one instance a member of the staff had his two grandfathers, a great-uncle, his father, a brother, and three sons in the office at different times."

An interesting episode is mentioned by Mr. Gurney Salter which illustrates how the mind works subconsciously and automatically in the case of trained reporters:

In the course of this enquiry, a little incident occurred which is interesting to Shorthand Writers. The House more than once sat all night, and W. B. Gurney took notes all the time. "One morning about two o'clock," he says, "Sir William Emerson gave a long description of the fortifications of Flushing. I dropped asleep, and lost myself completely. I was awoke by being called upon to read the last answer. I said to the witness: 'I am afraid I have lost the last part of your answer. Will you watch it as I proceed?' I read on, and at the end came four lines as well written as the rest, but of which I had no recollection. He said: 'That was the whole.' How I had taken it when asleep I cannot conceive." Similar cases were mentioned at the International Shorthand Congress in 1887.

As the alphabet of the Gurney system is that of William Mason (with the exception of two letters), which was explained in a previous chapter, there is no need of special discussion of it, nor, indeed, of the system itself.

In one of his articles on shorthand history, Mr. Alexander Paterson, in referring to the Gurney system said: "The system has undergone but few modifications since the publication by Thomas Gurney of his first edition and none, or next to none at all, during the last hundred years. . . . The identical plates that were used in the 9th edition (1778) did duty in the 17th (1869)."

Speaking at the International Shorthand Congress in 1887 on "Some Facts of General Interest from the History of the Gurney System," Mr. Gurney Salter, in describing the improvements made by Thomas Gurney, mentioned the "cutting away of the symbolism on which Mason prided himself," such as the amusing sketches for *tremble*, *old serpent*, etc., with which Mason embellished his book. "Some changes in the alphabet were also made; initial vowels were more generally expressed." The next change mentioned by Mr. Gurney Salter is one that is significant: "Comparing the Shorthand notes taken before 1800 with those of the present day, it is remarkable that where words are written differently the change almost always consists in expressing an additional vowel—not an initial vowel, for those have, as a rule, been expressed ever since the system was used for practical work—but an intermediate vowel where the early writers thought the consonants sufficient; and this has even been done at the cost of slurring the consonants. There are obvious advantages in fuller vocalization for distinguishing between words having the same consonants or expressing a vowel characteristic of a word, if it can be done without interfering with speed."

"The second difference," said Mr. Gurney Salter, "between modern notes and those written by the Gurneys in the eighteenth century is, that words are no longer strung together, but are, as a rule, written separately. This, like the alteration already noticed, implies, of course, more lifting of the pen. Whatever may be the case in systems requiring a finer stroke, and a different habitual action of the hand, whether for shading or for precision of form, it would seem that in the Gurney system it has been found to be easier and quicker to take off the pen than to prolong an outline, especially if it draws the hand back, or above or below the line of writing."

Speaking of the extent to which words in which the vowels are expressed can be abbreviated—"not a sensitive system, but one which will bear hard usage"—Mr. Gurney Salter said: "A safeguard against this process being carried to an extent dangerous to legibility was afforded by the practice of the shorthand notes being transcribed by a man who had neither written them nor even knew their tenor."

Mr. Gurney Salter mentioned one of the things that has aroused more comment on the Gurney system, or rather the Gurney staff, than any other:

During the greater part of its existence the Gurney system has been exposed to two tests to which no other in England has been subjected in anything like the same degree. One is that it has been habitually

read, and read sufficiently fast to be dictated to two or three writers at a time, by men who had neither written the notes nor knew at all their purpose. Another and far severer test . . . being called upon to read out to the audience a statement made by a witness or some other person a short time before.

The reader, in examining the alphabet and specimens of writing in the Gurney system, will probably be prejudiced against the system because many of its forms are not only awkward but very cumbersome. The alphabet is crude, some of the joinings apparently very difficult, and the forms for many words preposterously lengthy. But when all that has been said, there remains the incontrovertible fact that for nearly two hundred years Gurney writers have been doing the most difficult kind of reporting work "with almost mechanical accuracy," as Lord George Hamilton said—and are still doing it—and their notes are transcribed by others. It must be conceded that the Gurney system is both *rapid* and *legible*.

What, then, is the explanation of this apparent paradox? There are several explanations: The Gurney style has rugged strength. It is free from many fine distinctions of form; there is no shading or thickening of characters; there are few distinctions between long and short characters.

In his "Canons of Criticism," Mr. H. W. Innes gives an excellent explanation of how it is possible for a trained Gurney writer to keep pace with a rapid speaker in spite of the lengthiness of the Gurney style:

The shortening of the Gurneyite, again, does not constitute true abbreviation; the system is curtailed by a process precisely similar to that whereby we turn copperplate longhand into its cursive equivalent—the free scribble of correspondence; the words are not consciously robbed of any of their constituent elements; but the angles are softened; awkward strokes deflected into more facile directions, and so by the application of these combined devices half a dozen inflections are often diminished to two or three.

In an article in *The Office* (London), Mr. Innes gave a more detailed explanation as follows:

The absence of these devices makes it necessary to include several compound characters in the alphabet—whence an apparently abnormal length of outline. Take a copperplate specimen of Gurney and a similar example of Pitman's Phonography, and the former will be found to exceed the latter in inflections by about fifty per cent. But in practice a large number of them disappear. Owing to the sectional curves in the alphabet, the Gurney writer is often able to abolish an angle between two straight strokes without risk of confusion; while the very fullness of the words written permits, as in longhand, of a certain slovenliness that greatly aids the writer in fast work. Indeed, among experienced reporters, it has been found that the tendency is to aim at a fuller expression of intermediate vowels, and this at the risk of still further "slurring" the consonants.

On the question of legibility, Mr. Innes pointed out:

In Gurney, initial and final vowels are almost invariably written, the former exactly by means of five connectible vowel signs; the latter roughly, by a dot placed in three positions against the final consonant. No such necessity exists for the expression of medial vowels; but these, where legibility requires, or convenience calls for, are represented by "breaking" the outline, and placing the succeeding consonant in position to the preceding one. In modern systems we often find several words expressed by one continuous outline; in Gurney, on the contrary, although here, too, there is a limited use of phrase-writing, a single word is often expressed by several disconnected characters.

Mr. Innes said that, after mastering the alphabet and the few rules and arbitrary signs:

Then comes the tug of war—hard work alone will carry the Gurney writer further . . . by the gradual attainment through experience of a knowledge as to how far words may be safely "slurred," and to the acquisition through practice of that manual dexterity necessary for the "getting down" of a cumbrous system. Speed in Gurney, as in all systems, is reached only when one has memorized an outline for every familiar word in the language, and steady continuous writing alone will procure that.

(To be continued)

Louis Rice Accepts Vice Principalship of Packard School

• THE APPOINTMENT of Louis A. Rice as vice principal of the Packard School, 253 Lexington Avenue, New York City, has been announced by Seth B. Carlin, President of the Board of Directors and Principal of that institution.

Mr. Rice began his commercial teaching experience in his native state of Maryland. He came to New Jersey in 1917 and taught at Roselle Park, Cranford, and Montclair. From 1924 to 1927 he was Office Manager of New York University. Since 1927, he has been assistant in secondary education in the New Jersey State Department of Public Instruction, first specializing entirely in business education and later extending his activity to the field of general high school supervision.

He is a graduate of the School of Commerce and the School of Education of New York University and holds a master's degree from the latter. At various times during the past ten years, he has given courses in business education at New York University, Rutgers University, the University of Pittsburgh,

and Teachers College, Columbia University.

Through his work in various commercial teachers associations, Mr. Rice is known to many teachers. He was president of the Eastern Commercial Teachers Association last year, and prior to that was a member of the Executive Board. In 1932-33 he was executive secretary of the N. E. A. Department of Business Education, and assisted in the launching of the National Business Education Quarterly, serving as its first business manager. He is a former president of the High School Commercial Teachers Association of New Jersey, and for the past two years has been chairman of the Committee on Publications of the National Council of Business Education.

Mr. Rice is a skillful writer and teacher of shorthand. Several years ago, he was a member of the staff that trained Albert Schneider and William Rosenberg (Billy Rose of \$1,000-a-day fame). In 1921, Mr. Schneider won the world's shorthand championship.

The Packard School plans to have Mr. Rice assist with the administrative work. He will supervise teaching methods and study curricular revisions in the school.

This Month's Poem: Robert Browning's "Rabbi Ben Ezra"

• Selected and Analyzed by DR. LEON MONES

ONE of President Theodore Roosevelt's favorite poems was Robert Browning's "Rabbi Ben Ezra," in which the poet uses the Jewish teacher to voice his own creed. With a bold note, a joyous and fearless acceptance of old age, the poet begins:

*Grow old along with me!
The best is yet to be,
The last of life, for which the first was made.*

Now the poet considers the follies, failures, and doubts of his youth. These neither grieve nor sadden him. Of these he makes joyous acceptance, for is it not only low kinds, animals and beasts, who know not doubt nor failure?

*Rather I prize the doubt
Low kinds exist without.*

For man is born to work and create in the image of God, and sometimes to fail in the image of—man. Therefore:

*Then, welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids nor sit nor stand but go!*

And if we fail? Better a glorious, high-minded failure, a noble tragedy in aspiration, than some low, sordid success. Great failures are nobler than petty triumphs. Brute success is the saddest of all failures.

*What I aspired to be,
And was not, comforts me:
A brute I might have been, but would not sink i' the scale.*

And how will the poet value himself? Will failures and errors destroy his self-respect? Far from it. What men never even saw in him, his ideals, visions, dreams will comfort him.

*All I could never be,
All, men ignored in me,
This, I was worth to God.*

Then a jubilant note of optimism:

Look not thou down, but up!

Send us your favorite "business poem." It will be considered for publication in this department by two nationally known critics and teachers of poetry, Leon Mones, head of the English Department, Central High School, Newark, New Jersey, and Edward Gschwind, Instructor in English and Expression, Samuel J. Peters High School of Commerce, New Orleans.

Original poetry may be submitted. Every selection must be of value to the life of business and the business of life. Send your selection to the Poetry Editor, The Business Education World, 270 Madison Avenue, New York City.

Perfect thyself! Repair your beliefs, hopes, and courage, and be ready in the fullness of your faith to say to God:

My times be in Thy hand!

This is one of the noblest poems of acceptance in all English. No need at all of appraising its values according to standards or formulas or patterns. To read and to be moved is real appreciation.

Analysis of This Month's Poem

A VISITING European industrialist, addressing an American advertising club, remarked that the American business man, though excellently trained in business and commerce, was a man of limited interests compared with his European fellow. He insisted that, whereas the continental man of affairs was frequently a sincere and cultured devotee of music or art or poetry, the American business man admitted an artistic interest only with a shamefaced apology that it was his wife's fault.

If this is so, it is only because we Americans, conceiving a commercial or industrial education in too narrow a frame, have failed to provide creative and artistic experiences necessary to a broad, socialized commercial education.

Consider our typical big business man, keen in judgment, accurate in appraisal of values, a practiced calculator and estimator. Yet ask him for an appreciation of a piece of poetry and he walks in scorn to the nearest exit. This is because he has been taught but a single technique of judgment, the weighing of specific value against specific value, a technique not valid in the experience of art.

Artistic appreciation is a different matter altogether, an experience in free choice, where values need not be totaled nor balances compared. To achieve poetic appreciation, one may throw standardized values to the winds and declare exultingly, "I like this." Such may not be formal criticism, but who wants to be a critic? Appreciation is joyous experience, not the mechanical process of balancing the entries of experience.

Now, is it not true that in business, in art, and in life, we want people to be capable of private adventures in free and independent choice? Should not a liberal commercial education supply areas and experiences for such adventures? The old idea of an education based on standards, conformities, and rigid disciplines is fast fading—and that is well.

We are living in a democracy, where the essence of the most effective life is the capacity for the freest and finest choice.

Poetry should be included in sound commercial education, but poetry as experience in the liberty of choice, not in the conformities of artistic rules of thumb.

The purpose of all education is the discovery of the technique of happiness, such happiness as is born of efficiency and freedom. Can we not use poetry as one means of developing freedom and liberality of American personality?

But one caution. Let not the poetic choice select the morbid, the unwholesome, the pathological. Poetry should not be the means of a cowardly, perverted, or defeated escape from life, but a bold and impassioned entrance into the thick of it.

*For the glory of the Present is to make the Future free—
We love our land for what she is and what she is to be.*

—HENRY VAN DYKE

A TEACHER TAKES HER OWN PRESCRIPTION

• GENE D. BOLLER

Director of Placement
Tottenville High School
New York City

HOW many grade advisers, teachers, and others in charge of placement consider the importance of the personal interview before sending their graduates to seek employment? Our class in Office Machines has used a very practical booklet, "How to Get a Good Position," by Ely and Hord. There are some excellent suggestions in this short but practical pamphlet on the many and varied problems of job hunting.

After we had discussed several chapters in the booklet which involved actual experience in filling out applications, answering "Help Wanted" ads, and writing unsolicited letters of application, we came to the chapter on canvassing for positions.

Before this chapter was discussed in class, I thought it would be a good idea if I carried out personally some of the suggestions made by the authors. Therefore, I secured an interview one Saturday morning, through a friend of mine, with the personnel manager of a large organization in Wall Street. It was an interesting experience, because I learned what the business man, especially the personnel director, expects from applicants. After our interview I was given a card of introduction to another personnel manager in charge of a large trust company, also in Wall Street.

I had some difficulty in locating the bank building. When I finally succeeded, the enormous edifice gave me a feeling of awe. This impression became more vivid when I entered the building and noticed the uniformed guards, the many pages, and the very business-like and formal atmosphere. A meeting of some sort was in progress around a table, and I was at a loss to know just what to do in these strange surroundings.

Suddenly, I remembered my card. I showed it to a page, who guided me to the employment manager's large office on the ninth

A teacher learns by experience how young job-hunters feel during those all-important first interviews

floor. Many people were filling in applications, and one or two were being interviewed. Everything was so quiet and so formal that, for the first time, I realized what an effort it must be for our students to adapt themselves to such an atmosphere.

Finally, I met Mr. Bank, the personnel director, who cordially assured me that he



would be happy to receive some of our students and interview them for prospective positions. I told him how uneasy and nervous I had felt before entering his office. To my surprise, he was not amused, but agreed instead that too many teachers and parents expect a beginner to have the poise and confidence that come only from more specialized training at school in the technique of interviewing, and from long contact with the business world.

Would it not be advisable to send our seniors out to rub elbows with employment directors, agencies, and other sources of work before graduation, to gain the valuable experience this would afford? Is it not essential to put more stress on this phase of business training for our young people?

A MODERN SCHOOL OF COMMERCE

• L. O. CULP

Head, Department of Commerce
Fullerton Junior College
Fullerton, California

The first of a series on the modernization of the housing and the equipment of business education

[EDITOR'S NOTE: The B.E.W. has received many inquiries regarding floor plans and equipment of new commercial departments. One of the newest departments in the country is the School of Commerce building that is being erected in Fullerton, California. Mr. Culp has been invited to describe this new building in detail in this article. In a second article, he will discuss room arrangements and furnishings.]

In describing his administrative set-up, Mr. Culp writes: "On the Pacific Coast, we are finding that business is no longer interested in people of high school age. Our high school training, therefore, is on the general-information level. All students who wish specialized work in commerce must take it in the junior college."

Mr. Culp has fifteen members on his faculty, and his department serves approximately one-third of the 1,000 students enrolled in the junior college.]

At the present time, there are forty-one publicly supported junior colleges in California. Fullerton Junior College, one of the first to be organized in the state, was established in 1912. During the early history of the junior college movement in California, all such schools were organized in conjunction with the high schools in their respective districts. They were located, in most cases, on the high school campus and occupied portions of the high school's quarters. In fact, they were but post-graduate departments of the high school. Now, most of them are distinct and separate institutions, each having specific fields of educational endeavor.

The early years of the California junior college development were years of almost snail-like progress. The schools were not particularly popular and but few were organized. As late as 1920, there were less than five hundred students in attendance in all the

junior colleges of the state. During the last fifteen years, more satisfactory legislation and added state support, coupled with a growing knowledge on the part of both educators and laymen of the benefits to be derived from a junior college in a community, have caused a most phenomenal increase in both the number of schools organized and the number of students in attendance. In October, 1935, a conference of junior colleges, called in Los Angeles, announced that the combined enrollment of such institutions in the state was more than thirty-five thousand students.

From the beginning of the junior college system, there has been a feeling on the part of many that the high school and the college should be separated. Arguments are still possible on this point, but with the rapid growth during recent years, the movement to separate the two schools has in most cases become a physical necessity.

At the present time, a new home for the Fullerton Junior College is under construction. It is to be on a separate campus, adjoining the high school campus where it is now located in conjunction with the high school. While its functions and activities have long been entirely separate from the high school, its location has been the same. The building activities of the college will extend over a period of years as needs and funds demand or make possible construction. When completed, the group will include buildings for Administration, English and Dramatics, Sciences, Arts and Crafts, Business Education, Social Science, Shops, Library, and the Student Union. Physical education facilities and the auditorium on the high school campus will meet college needs for many years to come.

With the foregoing as a background, let



NEW JUNIOR COLLEGE SCHOOL OF COMMERCE BUILDING, FULLERTON, CALIFORNIA

us direct our attention to the first unit of the college group, which is to be a building for the School of Commerce. This building is planned to meet the needs of the school until 1950.

The building.—One of the requirements in school construction in California is that group of regulations regarding protection against earthquake hazard. Several types of structure are permitted. All buildings to be erected on the Fullerton college campus are to be of the Class A reinforced-concrete type. The architecture is a blend of the early Mexican-Californian type. The building is to be 70 feet wide by 150 feet long, two stories in height, with a basement, and roofed in the traditional tile which is characteristic of the type of architecture.

Floors.—All floors throughout the building, with the exception of stairs, rest rooms, and toilets, are to be of concrete covered with cork carpet. The rest rooms and toilets will have tile floors, while the interior stairways will have tile risers and cork carpet on the treads.

Ceilings and walls.—The building will be plastered throughout with acoustical plaster. Ceilings will be of the so-called "suspended type," which will eliminate all upper-room noises and will absorb all accompanying disturbing vibrations.

Doors and windows.—A California law

stipulates that all doors from classroom to corridor and from corridor to exterior shall be double, so the doors throughout the building will be of that type. All window and door frames will be of steel; the windows of the casement type.

Exterior.—The exposed exterior type of outer finish has been selected. In this plan the outer walls will be left unfinished after pouring, with the exception of a coating of cement-base color paint. A feature that is not common in other portions of the United States is an exterior stairway at either end of the building. These, in addition to supplementing the interior stairways, give to the building that early Mexican-Californian appearance which is so popular in many of the buildings of the state. From the standpoint of construction, they are contributing strength factors. The towers and domes are in keeping with the style of architecture used.

Lighting.—One of the interesting innovations is that lighting throughout the entire building will be artificial. The windows shown in the illustration are largely ornamental, insofar as their lighting efficiency is concerned. The lights are to be the usual arc type, set in the ceiling, with reflectors set above the ceiling level. The reflectors are to be aluminum, equipped with diffusion lenses. The plan assures non-spotty lighting effects and eliminates shadows. All lights

are to be regulated by photo-electric cells which will give an equal light diffusion and candle power at all hours of the day or night, varying with outside conditions. Since the school produces its own electricity as a by-product of its heating plant, the problem of lighting costs is a factor of small consideration. The windows of the building will add a little light, but their purpose is largely ornamental.

Heat and ventilation.—There may be the impression that heating is not an item of importance in southern California. Suffice it to say that Californians get cold as do other people, even though the temperature may never reach much below freezing. The type of heating to be used is hot air driven through washers. This system assures pure air and provides the heat units required. The heat is generated from a central heating plant for both the high school and the college. All pipes are carried to the various buildings by a system of tunnels so that no pipe is buried in the earth, but is at all times easily reached for repairs or new installations. Electric wires and other underground conduits are also placed in these tunnels.

The ventilating system to be installed is semi-air conditioning, which is regulated by the well-known thermostat. A feature of the ventilation, in conjunction with the heating, is that which provides a system whereby, in the early morning hours before the arrival of students, the air in the rooms is circulated and warmed. Upon the arrival of the students, through a time-clock arrangement and thermostat control, outside air is admitted and mingled with the inner, warm air, thus assuring ample ventilation and insuring proper heating from the beginning.

The architect.—In setting up the plans for the college, all persons interested, by department or otherwise, have been consulted. To facilitate the problems of construction and to assure the erection of buildings designed to meet the purposes for which they are to be used, the board of trustees of the school departed from the usual procedure by hiring a resident architect. He will remain on the campus, where adequate work rooms have been provided for him and his staff, throughout the duration of the building program of

the college. Thus, he is always on hand for necessary conferences and study of school needs.

Rooms.—In a subsequent article, we shall describe the rooms and their uses, as well as the furnishings and fixtures. Here, as in the construction of the building, will be found departures from the customary departments of business education on the college level.

(To be continued)

R. G. Cole Heads Phi Theta Pi

• RICHARD G. COLE is the newly elected national president of Phi Theta Pi Fraternity, a brother organization of Alpha Iota, national honorary commercial sorority. The active membership of Phi Theta Pi is limited to young men enrolled in accredited business schools. By a happy coincidence the new president is also the founder of the fraternity. Mr. Cole conceived the idea of an honor commerce fraternity while teaching at the American Institute of Business, Des Moines, Iowa, in 1925 and has made Phi Theta Pi his hobby ever since. The other officers are:

George H. Barrett, Director of Admissions, Packard School, New York City, Chairman of the Board of Governors; C. D. Rohlfis, Vice President of Nettleton Commercial College, Sioux Falls, South Dakota, National Vice President; C. C. Newhouse, Instructor and Supervisor, Northwestern School of Commerce, Portland, Oregon, National Historian; E. O. Fenton, President of the American Institute of Business, National Secretary-Treasurer; W. E. Schneider, of Des Moines, National Corresponding Secretary.

Mr. Cole is a graduate of the University of Texas and for several years was head of the commercial department of the Abilene High School, Abilene, Texas. Mr. Cole first studied commercial subjects in the Omaha, Nebraska, Central High School. In 1924, representing that institution, he won the state type-writing championship. For three consecutive years his students at Abilene High School won the typing championship in the Texas Interscholastic League Contest. The record of his students in the shorthand contests over the same period is equally outstanding.

Mr. Cole is, at present, a field representative of the Gregg Publishing Company.

PROBLEM APPROACH TO BUSINESS ENGLISH

• EDITH W. KAY

School of Commerce
University of North Dakota

A teaching plan combining business English with vocational guidance kindles pupil interest

VERY few of the books devoted to the English of business use the problem approach. The commercial teacher need not deplore this lack, however, for there is no better source of problem material than the interests of the students themselves.

For the past three years, we have used the method described here, with surprising success, and have found that it not only provides excellent class procedure, but also presents an opportunity for unobtrusive vocational guidance, in the absence of such assistance from other departments.

At present, the majority of our students choose their vocations in the sophomore year of the college course. Hence, schools that offer business English in the second year of college should be able to use this system successfully.

During the first meeting of the class, when the new approach is explained, the student is asked whether he has chosen the field he intends to enter. In order to assist him in his choice, we ask him the following simple questions:

1. What do you like to do best in all the world? [This may be a hobby or it may be a vocation.]
2. Do you like to undertake tasks that necessitate mental effort or do you prefer those that demand physical strength?
3. Do you prefer to make new friends, to see new faces, to meet various types of people, or do you prefer to mingle with your own friends, your immediate family, persons whom you know very well?
4. Do you seek recreations of an indoor nature—dancing, cards, indoor games—or do you like athletics, skating, hiking, camping?
5. What is your immediate aim in life, the vocation you intend to follow as soon as you have finished your training? What is your ultimate goal? [The answer to both questions may be the same.]

Such questions lead the student to analyze himself in order to discover whether he tends to be of the introvert or of the extrovert type.

He also discovers whether he has chosen a field suitable to his inclinations.

Students are warned that this analysis is not exact or scientific, but, even though it is not, they are guided away from making a very common false start: that of selecting certain callings merely because their friends are in those fields. Such mistaken selections, if carried through, result in maladjustments and overcrowded work lines.

During the preliminary meetings of the class, students are told that each will represent one business in every letter he writes throughout the course. For instance, the student who plans to become a secretary in a law firm will write letters, orders, acknowledgments, claims, adjustments, and other papers in connection with the correspondence of a law firm.

The first assignment takes the form of a treatise, in whatever form the student prefers—essay, outline, letter, or report—on his chosen vocation, with the following questions to guide him in assembling the facts:

1. What training is required for this vocation?
2. What is the beginning job?
3. How does one find an opening?
4. What is the salary range?
5. What is the line of promotion?
6. What are the duties of a beginner?
7. What are the good and the bad features of the job?
8. What recompense, other than monetary, does the work offer?
9. What are the sociological values of the job?
10. What opportunities for self-improvement does it offer?

Students are urged to seek vocational material in the local libraries and to contact friends and others successful in the chosen field.

The following lists, made as a result of the selections of the class of 1933, give some idea

of the variety of businesses toward which the members of one group aim:

Selling: Dairy, drug, chain store, grocery, firearms, furrier, general store, meats and meat packing, radio, motor car, oil, style merchandise for men, style merchandise for women.

Service: Accounting, advertising, bank, book publisher, foreign service, geological survey, law, insurance, real estate, hotel, mortuary, farm, power plant, railroad, telephone.

"But," you may say, "the teacher is laying out for himself more work than he can handle."

Not so, for he need not know all these lines of business in order to supervise the problems submitted. The student usually selects a project which is familiar to him through either experience or contact. His father or his uncle may be in charge of an organization such as he plans to represent. He may already have established a contact with a local business man engaged in his chosen profession. If not, he is urged to do so, for such a person can serve as his sponsor and adviser. The teacher acts as critic and makes occasional suggestions.

The function of the instructor is, of course, to assign the problems. It is advisable to begin any course with a fairly easy bit of introductory work, to which the writing of an order lends itself readily. The students are told to write order letters, each for his own business. What a variety of approaches this simple task demonstrates! As a customer, the young person representing a dairy writes to the firm he has chosen and asks for a shipment of butter. The student who has chosen accounting writes to the firm of his choice, ordering an audit of books.

In order to obtain practice in all types of letters, the pupil must write both as customer and as executive of the business. With the following vocations, the scheme works out something like this:

ORDER LETTER, the student acting as customer:

Law: Order defense service in a case for damages.

Style merchandise: Order an evening gown with accessories to match. *Bank:* (a) Order a safe-deposit box or (b) the opening of an account.

ACKNOWLEDGMENT, the student representing his own business:

Law: Express willingness to take the defense case.

Style merchandise: Acknowledge order of evening gown; include sales talk on articles sent; suggest further services. *Bank:* (a) Safety-deposit box has been

provided; where to call for the keys, the importance of guarding against their loss. (b) Checking account opened, money deposited or transferred from savings; checkbook and deposit book enclosed.

INQUIRY, the student acting as customer:

Law: Request for information concerning property for sale under an estate handled by the firm. *Style merchandise:* Inquiry concerning merchandise for sale on a one-day basis. May out-of-town customers participate? *Bank:* Request for information concerning Christmas-savings plan.

LETTER OF INFORMATION, the student representing his own business:

Law: Full information concerning property. *Style merchandise:* Information concerning customer procedure in ordering items one day late. *Bank:* Full directions concerning methods of opening a Christmas-savings account.

It is to be remembered that the instructor merely says by way of assignment, "Write an order letter to the business house you are representing." It is the student who decides what that order is to be about. In the early stages of the course, it is well to assist the class through supervised study methods, devoting perhaps half of each of the first few periods to such supervisory work.

One of the best methods of encouraging logical and independent thought is to teach the pupils to use the steps in analysis. For instance, the first step is to *state the problem clearly*.

Write an order letter to the Blank Corporation, asking them to represent Bee and Ell Railroad in defense of a suit for \$100,000 damages brought by the Pacific Telephone Company because, during a recent storm, a Bee and Ell employee found it necessary to cut the wires in order to let the Flyer through to the coast.

Here the student has stated clearly the problem of his order letter. He is, therefore, ready to take his second step in analysis: *Assemble the facts*. As they come to mind, he lists them:

Wish services of Blank Law Corporation in suit for \$100,000 by Pacific Telephone Company against our company, Bee and Ell. Why? Wires cut during storm on night of October 23. Cut by one of our right-of-way men because they were sagging across the track just before the Flyer was due. Blank's representative may call on the vice president of the Bee and Ell (the writer of the letter) for details of the case.

Now he is ready for the third step in analysis: *Interpretation of the facts*. This is done by writing his letter in the rough:

Gentlemen: Our case against the Eastern Steamship Company was handled so well and so efficiently by your firm that we will appreciate your assistance in handling a suit in which we have become involved.

We have just received legal notification that the Pacific Telephone Company is bringing suit against us for the alleged tort committed against them by one of our representatives. They are asking \$100,000.

If you are able to take our defense in this action, please communicate with me immediately so that we may discuss the details of the case.

The student has now arrived at the last and most important step in analysis, *Judgment*. He reads over the rough draft and compares it with his assembled facts. He finds that he has omitted the reason for the depredation and that he has misspelled *receive*. After correcting the word, he writes the paragraph needed:

One of our inspectors of the right-of-way found the wires sagging across the main tracks between Mayville and Thompson, just five minutes before the Flyer was due. Without aid, he was forced to cut them quickly and draw them out of the way. Although the work was dangerous, he was properly equipped to take care of it, and immediately afterward went to the nearest station, telephoned the Pacific Telephone Company, and told them of the damage.

The student decides that this should be inserted after the second paragraph. His letter is ready for the final draft, which is to be submitted in class. The instructor need not require a written analysis during the entire course of assignments. He may discover that the students learn to analyze readily, and can eventually accomplish this part of their preparation mentally. Such skill is to be encouraged, as it helps students to dictate letters later without first making notes.

The teacher will find the grading of the papers prepared as the result of this practical approach most interesting and instructive. All problems will be different because even those students who have chosen similar fields will base their letters on dissimilar circumstances. What the teacher learns about business procedure from the preparations of one student, he can later utilize in his criticism and suggestions on another's work.

The advantages of the problem method are numerous. It assists the student in his selection of a career. He does not choose blindly, but with a true knowledge of the field he plans to enter. He knows which

branches of his vocation are crowded and he can make an early attempt to enter through less crowded channels. He uses his immediate opportunities in preparation for his ultimate goal.

It was only last summer that one of our students was struck by the possibilities of a system for collecting the outstanding accounts of his father's medical clinic. When he suggested it, his father said carelessly, "Well, son, any accounts over a year old that you can collect, you can have."

New Interests and Vocational Choice

When summer came, the young man went into the clinic, assembled his material, designed a chart indicating the time for the sending of each notification, and got down to work. By September, he had collected \$2,500—much to his father's chagrin. But Dad gained in the long run, for his only son, who prior to this time would not consider medicine or the clinic in his future plans, decided to enter his father's business as office manager as soon as he finished his education.

Another advantage of the problem approach is that it offers a variety of interests in class discussions. Each student wants to know how the others solved their problems, and each learns much about businesses other than the one he plans to enter.

Independent work is assured, especially when outside preparation is required in the course. If the student does not know the field he is representing, he cannot fall back on the past records of former students in the course, for the teacher will soon discover such an attempt from the content of his class offerings. Only one conference is necessary to set that student on the right track.

When the pupil has finished his course, he has a file of letters representing the types used in the business he plans to enter. We keep the corrected work on file in the school office until the end of the year, and return a student's collection only at his special request.

It is surprising, though, how many students come to tell us that they have use for their letters immediately after graduation because they "have a job" in the field of their endeavors!

DIAGNOSING TYPEWRITING ERRORS

• D. D. LESSENBERRY

Director, Courses in Commercial Education
University of Pittsburgh

How shall we remedy errors after they have been found? The sixth of a series, "How to Teach Typing"

THE well-known maxim, "To err is human; to forgive, divine," might truthfully be paraphrased by saying that while it is human to make errors in typing, to forgive or to ignore them is mighty poor teaching.



D. D. LESSENBERRY

Checking papers to determine the total number of errors made is one of the least significant things a teacher can do in the classroom. As a matter of fact, the students should be taught to do this checking of their work. It is just as important for them to know by their own proof reading when their work is right or wrong as it is for them to develop the power to type at a certain rate. When the penalty for finding errors is removed (or, as some prefer to say it, when the penalty for *not* finding errors is *added*), most of us will be successful in getting students to check their papers with reasonable accuracy and carefulness.

Finding errors is but the first step. After the errors have been found, what then? An error is worth while, provided an intelligent analysis can be made to determine its cause. It is at this point that the problem calls for the cooperative attack of the teacher and the student. The student should be required to try to apply the right remedy after the error has been isolated, but experience suggests the desirability of giving him close and critical supervision. After all, the teacher is expected to be the expert diagnostician, while the pupil is but working toward self-reliant power to appraise accurately. Responsibility for correct proof reading belongs to the student; responsibility for determining the cause and the cure of errors belongs equally to the student and to the teacher.

The Cause and Cure of Errors

It was through attempts to analyze errors *en masse* that error studies and error-analysis charts came. Such studies and charts represent but the first step in an intelligent analysis of typing errors. The more significant part of the whole program for the diagnosing of typing errors was largely untouched when the studies stopped with the listing of incorrectly struck keys and with the practice of corrective-drill words or the repetition of the sentence in the writing of which errors were made. The initial work was important in that it helped to focus attention upon the necessity for a program of remedial work.

There are more causes of typing errors than meet the eye through a study of lists of inaccurately struck letters. Some say that errors are caused by "a psychological something and a physical nothing," but, far more frequently, errors are caused by a psychological something which produces a physical certainty to make errors. Classification is the

first step in an analysis of errors. Typing errors may be classified rather broadly under the following headings:

- A. Errors in stroking technique, resulting in:
 - 1. Spasmodic typing which lacks flow or continuity.
 - 2. So-called rhythmic ruts (or a fixed typing rate) which will set limitations on speed development.
 - 3. Inaccurate control of keys.
- B. Errors in basic knowledge or in understanding, resulting in:
 - 1. Missyllabifications.
 - 2. Inaccurate method of expressing numbers.
 - 3. Incorrect capitalization, punctuation, spelling, and paragraphing.
 - 4. Unacceptable arrangement of work.
 - 5. Failure to follow directions (specifically stated or implied by the nature of the material typed).
- C. Errors in manipulation, resulting in:
 - 1. Imperfect left margin.
 - 2. Imperfect shifting for capitals.
 - 3. Inaccurate alignment.
 - 4. Failure to space between words.
 - 5. Extra spacing between letters.
 - 6. Lack of uniform indentions for paragraphs.
 - 7. Failure to start typing the succeeding line immediately after returning the carriage.
 - 8. Clashing of keys.
- D. Errors in reading copy, resulting in:
 - 1. Changes in word sequence, in punctuation, in paragraphing, or in use of capitals.
 - 2. Addition of word or phrase.
 - 3. Omission of word, phrase, or line.
 - 4. Transposition of words.

These four classes of errors might well be further analyzed. Just as it is often impossible to know the exact cause of an error when it is *studied apart from the student who made the error*, so it is difficult to say that an error belongs to one particular classification. For example, there is a constant overlapping between the errors which are caused by a basic failure to understand and those listed as errors in manipulation. Probably the error of lack of uniform indentions in paragraphing could be classified either as an error in understanding (not understanding the correct way to control the tabular key) or an error in manipulation (not controlling the tabular key correctly). Similarly, keyboard errors may be caused much more often by the fear of making an error than by faulty stroking technique or incorrect manipulation. Fear is the psychological something that usually produces a physical

tenseness of muscles which, in turn, shows up in inaccurate stroking or in the constant movement of the eyes from the copy to the typewriter.

Now, look at the four classes of errors and decide which types of errors students may be expected to handle without much teacher supervision or prodding. Getting at the "why" of an error calls for an insight into how learning to type takes place and for an understanding of what constitutes the best practice procedures and the best typing techniques.

Learning Aided By Demonstrations

The learner may be able to deduce, from the fact that he has made a misstroke, that he did something that was not according to good practice procedure; but until he knows good stroking, he cannot, without guidance, very well improve his stroking. Likewise, if the teacher does not know specifically what is wrong with a particular student's stroking technique, specific corrective measures cannot be recommended. The following chart may help to illustrate the type of analysis of *students at work* (instead of student work) which teachers of typewriting are doing today, all to the end that the general level of typing power is being raised and the time required for the typing of a particular piece of work is being shortened.

There is no particular merit in the error analysis chart here presented nor in words used to describe types of errors. The "mashing" stroke is no psychological term, but it is used to describe a type of stroke which "smothers" the key and which, unless corrected, will set limitations on typing power long before the learner has reached the upper limits of his speed possibilities.

The teacher must be able to see the faulty stroking technique and teacher demonstration must be given before the class and also for the individual student, in order that students may *hear* good stroking as well as *see* good stroking. After such a demonstration, the student is better able to appraise his own stroking and to improve it through contrasting his stroking with that demonstrated by the teacher.

TYPEWRITING ERROR ANALYSIS CHART

TYPE OF ERROR	CAUSE OF ERROR	REMEDIAL MEASURES RECOMMENDED
A. Errors in stroking technique:		
1. "Mashing" stroke.	1. Following through with the key. This stroke comes because of lack of freedom in finger movements and because of excessive emphasis upon "slow-but-sure" typing.	1. Lift finger slightly above key; strike center of key with combination of wrist and finger motion. Release key quickly.
2. "Shoulder-punch" stroke.	2. Stiffening of the arm, the shoulder, and the fingers.	2. Relax and lower the shoulders. Emphasize slight lifting of finger in making the stroke; keep the finger curved. Deliver blow to center of the key with claw-like motion.
3. Glancing stroke, resulting in striking between the keys, hitting the rim of the key, or depressing two keys at once.	3. (a) Improper alignment of hand with keyboard. (b) Indefinite recognition of letter sequence, causing the attempt to countermand a stroke impulse and to substitute another stroke.	3. (a) Check position of body in relation to typewriter to see that the same position is maintained throughout writing practice. (b) Vigorously think the word to be typed. If the word is long or unfamiliar, think and type syllables. Use individual letter stroking only after failure to improve stroking on the syllable or word level.
4. Incorrect finger control: (a) Adjacent keys.	4 (a) 1. Tenseness of muscles, causing a slowing up of motor responses to the stimulus to type. 2. Incorrect hand position, causing "sympathetic" finger movement, or 3. Weak typing impulse caused by the attention slighting the individual letter sequences.	4 (a) 1. Relax the shoulders, forearms, and wrists; 2. Check position of hands in relation to keyboard alignment, holding elbows in or out as necessary to gain good stroking of all keys; 3. Mentally "pronounce" the syllable or the word and type at a well-controlled rate.
(b) Vowel confusion.	(b) Tendency to slight individual letter sequences.	(b) Fix attention on letter combinations.
(c) Wrong finger, opposite-hand substitution.	(c) Weak and indefinite typing stimulus.	(c) Think the individual letter until finger pathway has been reconstructed. Type on this letter level. Conscious direction of each stroke gives a feeling of control.
(d) Transposition of letters.	(d) Reading too far in advance of typing, or imperfect timing of stroking.	(d) Type at slower rate, giving particular attention to timing of each stroke.
(e) Piling of letters.	(e) 1. When piling or crowding occurs at end of line, it is usually caused by the speeding up to "beat the bell" to slip in the additional stroke before the margin mechanism locks;	(e) 1. Listen for bell and prepare to syllabicate at the first acceptable division. Do not try to "squeeze" additional letters on the line.

TYPEWRITING ERROR ANALYSIS CHART

TYPE OF ERROR	CAUSE OF ERROR	REMEDIAL MEASURES RECOMMENDED
(f) Omission of letters.	<p>2. When piling or crowding occurs in words within the line, it is probably caused by imperfect timing of strokes, coupled with a tenseness of muscles.</p> <p>[Note: The mechanism of the typewriter may need attention.]</p> <p>(f) Uneven force behind strokes or incorrect hand alignment with keyboard which causes reach to fall short in delivering blow to center of the key; reading ahead at times causes the omission of a letter from the end of the word or from the beginning of the succeeding word where the words end and begin with the letters controlled by the same fingers.</p> <p>[Note: Often the type bars are clogged with gummed dirt. Use a stiff brush to free the bars from such impediment to good stroking.]</p>	<p>2. Type at slightly slower rate and time the stroking evenly. Relax the muscles of upper arm and of shoulders. Relaxation and smooth timing give the solution to the corrective measure for this type of error.</p> <p>(f) Practice for equal force behind all strokes. Also check hand position. Remedial practice should be at even rhythm and on individual letter level.</p>
(g) Addition of letters.	<p>(g) Substitution of familiar sequence caused by lessened attention to word ending. In many cases, reading ahead will cause the substitution of letter from word to be typed later. (This is similar to omission listed under "f.")</p>	<p>(g) Fix the attention on syllables or specific letter sequences. A vigorous thinking of the word or of the letter combinations will reduce this type of error to a minimum. It is seldom necessary to resort to typing on the letter level in order to correct this error.</p>
B. Errors in basic knowledge or in understanding.	B. Incomplete study of basic principles and of practice in application of principles.	B. Develop the dictionary habit. Reconstruct knowledge through drill at stated intervals. Give closer attention to the meaning of material being typed.
C. Errors in manipulation:		
1. Imperfect left margin.	1. Uneven carriage return.	1. Check position in relation to carriage throw and adjust amount of energy to length of line and to carriage tension. Carriage throw technique may vary with different typewriters.
2. Imperfect shifting for capitals.	2. Releasing the shift key too quickly; or not depressing the shift key firmly.	2. Practice typing capital with a lengthened "one" count, depressing the shift key firmly and holding it down until the letter key has been struck and released.
3. Inaccurate alignment of "fill-in" material.	3. Lack of skill in use of variable line spacer.	3. Gauge line and letter. Each typewriter must be studied in order to make correct alignment adjustments.
4. Failure to space between words.	4. Letting the thumb rest on the space bar; or a tendency to slur words in reading. This error frequently occurs when typist is working into the phrase level.	4. Strike bar vigorously in center. Lift the thumb immediately after the stroke.

TYPEWRITING ERROR ANALYSIS CHART

TYPE OF ERROR	CAUSE OF ERROR	REMEDIAL MEASURES RECOMMENDED
5. Extra spacing between letters.	5. Extra spacing between letters may be caused by (a) Too hard a stroke; (b) Failure to release key quickly; or (c) Immediately before a capital letter, the extra space may be caused by touching the end of the space bar when reaching for the shift key.	5. Lighten the power behind the stroke and check to see that the shoulder-punch stroke is not used. Release the key quickly without permitting the finger to follow the key on its downward movement. Curve the controlling finger and move it to the center of the shift key.
6. Lack of uniform indentions when using tabular key.	6. Releasing the tabular key too quickly.	6. Drill on holding the tabular key down until the carriage has completed its movement. The tabular key stroke is a "hold" stroke; the keyboard keys are controlled by a quick, forceful stroke which emphasizes the release of the key.
7. Failure to start typing immediately after carriage return.	7. Looking up for carriage return and hesitancy in finding home position for hand used in throwing the carriage.	7. Hold the eyes on the copy. Practice returning the carriage in one count and starting to type on the second count.
8. Clashing of keys.	8. Striking two keys at the same time or depressing the home keys slightly when fingers are not in stroking action.	8. Control the timing of the strokes through typing with greater emphasis upon evenness of stroking. Let the fingers barely touch the home keys.
D. Errors in reading copy.	D. Raising the eyes from the copy, reading ahead, and inattention to word sequence.	D. Hold the eyes on the copy, control machine parts by touch, and attend vigorously to the sentence elements—words, punctuation, paragraphing, and use of capitals.

Remedial thinking must precede corrective drill practice or there is likely to be little improvement in typing. Students must understand what is expected of the corrective drills. It is not possible to use the same corrective drill for all students, even when the cause of the error seems to be the same. The individual factor enters into this problem in a peculiar way. It is a wholesome experience for the student to assume responsibility for selecting the corrective drill which he considers best adapted to bring improvement in his work, but the teacher must see to it that the choice of remedial measures is accurate and that practice is intelligently done.

Repetition of the same phrase, line, or sentence in which an error is made is not always the most effective means of overcoming a stroking difficulty. One may type a sentence half a dozen times and find that there will be a different error each time. The element

of familiarity breeds inattention (if not contempt). It is often advisable to choose for practice an entirely different paragraph. The shift from the typing of words which have been made automatic to the typing of words which must be written on the letter level will tend to reconstruct the finger pathways and will smooth out the jerks. Continuity of stroking is as important as rapid stroking.

The teacher of typewriting needs the "seeing eye and the hearing ear." Many errors in stroking can be detected by listening to a student type; observation should be a part of each day's classroom procedure. We must get off in a corner, figuratively speaking, and observe students at work and we must make records of what we observe.

Observation is not enough, either. We must put ourselves through the experience of typing under time and of studying the way we type as well as the rate at which we type.

If we are going to lead pupils from the 70-word level to the 80- or the 90- or the 100-word level of typing, let's put ourselves through the paces first and experience the learning problems so that we can interpret to the student what he must experience. Let us take our own medicine in the corrective drill measures recommended. How well do we like to type over and over a word or a phrase or a sentence? Can we repeat a word many times with attention and with constantly improving technique, or does repetition introduce new tendencies to make errors?

It isn't possible to duplicate the factors which cause errors simply by repeating the same sentence in which the error was made.

The repeated writing often brings a flock of wholly new errors. These may be caused by lessened attention, by the added element of tenseness, or by the psychological something, which seems to cause students to resent re-typing the same material. As students learn to type (and few of us who are teachers have achieved our maximum typing power) we need to classify the errors we make and to determine the probable cause for them; then we must seek to improve our typing habits so as to develop *speed with control*. As teachers of typewriting, we must know when to recommend to the typist practice on the letter-recognition level, the word level, and the syllable-word level.

COMMENTS ON MR. LESSENBERRY'S ARTICLE

• WILLIAM R. FOSTER

East High School
Rochester, New York

YOUR commentator is starting off with his paraphrase of the maxim quoted by Mr. Lessenberry. "To err is human; to guard against errors is divine." Rather than give a typing mark based on teacher-found errors, the teacher, by skillful teaching, should prevent as many errors as possible. The time to lock the barn door, you know, is before the horse is stolen.

The pupil should be trained to proof read his work and should be motivated sufficiently to do the job as well as can be expected. The pupil must be made to realize that he is going to achieve no more than he himself starts out to do. He should not get the false idea, as he will from teacher rechecking, that someone else is going to proof read his work for him on the job. And I am not blind to the fact that the pupil is not going to find all his errors. He is not, of course, and neither are you, his teacher—and I do not care how well you think you can proof read. If you are familiar with the psychology of proof readers' illusions, you won't question the impossibility of anyone's finding all the typed errors. At least this much is clear: (1) The pupil should be highly motivated to try to find his own

errors, and (2) the teacher is not to mark the pupil on the number or kinds of errors found by the pupil.

As the teacher is not ordinarily going to recheck to see if all errors have been discovered, he cannot very well give the pupil a mark on the undiscovered errors. In other words, while I thoroughly agree with Mr. Lessenberry and others in removing the penalty for the pupil finding errors, I do not see that agreement implies the converse, that is: adding a penalty for the pupil not finding errors. Pupil motivation by fear is not my idea of good teaching.

Naturally, finding the errors is but the first step in error diagnosis. The next step is arrival at an intelligent basis for the analysis to determine the cause of the errors—not a patchwork, piecemeal scheme. The trouble with the piecemeal method generally followed is that teachers have no logical basis for classifying errors and hence cannot think of all the possible causes of a given error. Seeing an error, they label it a misstrike, a substitution, an anticipation, a transposition, etc., according to its classification in the contest rules, and usually analyze no further.

It is absolutely essential to go beyond this point if diagnosis and remedial practice are to mean anything at all. Any one of the above-mentioned contest errors may be due to several causes, each one of which constitutes a hypothetical challenge—even to the teacher who may be unaware of it. It is as if the doctor finds his patient has a high blood pressure and does not go beyond that point in his diagnosis. You probably are aware that many laymen think high blood pressure a disease instead of just one symptom of several ailments. Obviously, if we do not perceive the symptoms, we will not diagnose the ailment; but, equally obviously, if we do not diagnose correctly the ailment from the symptoms, we cannot intelligently attempt to make a cure.

Study the Pupil with His Errors

To be a diagnostician requires thorough training, great skill, and practice—hardly to be found in the pupil. But the pupil can co-operate with the teacher to great advantage to himself. We may get up a pretty good classification of errors, but sometimes forget that some teachers will assume it covers everything. Classifications made so far merely assume that all other things are equal, whereas we should know that this seldom is the case. Hence the importance of never studying errors apart from the individual pupil making them. Do you know if the pupil's home life is a happy one? Does he come half-starved to school? Does he suffer from eye strain? (Our perfunctory school eye tests lack much.) Can he hear well where he sits? Is the lighting proper? Does the pupil at the next machine set him writing at too fast a pace? Does his teacher have an inspiring effect? What is the effect on the entire class of a dull assembly just before? And what about its being the last class before the Christmas holidays as contrasted with one right after a splendid typing demonstration by an expert? Do our error analyses envisage these actualities?

But even more vitally important than this, we often make an unwarranted assumption that most of the errors made really have some hidden meaning that our classification scheme will reveal. How many of the beginner's

errors do you think are "happenstances"? F. A. Cunning¹ conducted some tests which showed that from 86 per cent to 93 per cent of the words were missed only once. SoRelle and Smith² say:

In this connection, the keen teacher will perceive that many errors, particularly in the early lessons, are due to brief lapses in attention or memory, careless thinking, tension, emotional disturbances, or fatigue. It is obvious, of course, that no amount of manual remedial practice can 'correct' such errors. Unless they occur frequently, they may be ignored.

Woodworth³ writes:

Besides constant errors, there are accidental or variable errors, due to slight momentary causes. Both constant and variable errors can be illustrated by a series of shots at a target. The *variable error* is illustrated by the scatter of the hits, and the constant error by the excess of hits above the bull's-eye, or below, or to the right or left. The constant error can be corrected, once you know what it is; if results show that you tend to shoot too high, you can deliberately aim lower. But the variability of any performance cannot be eliminated except by long practice, and not altogether even then.

What is the place for an error analysis? As Mr. Lessenberry puts it, "There is no particular merit in the error analysis chart here presented"—unless, may I add, it is used as an aid in attempting to effect an improvement in the learner's reactions. Such charts, like lesson plans, are merely devices; if no improvement in the pupil results, both lesson plan and error analyses are mere "busy work," killers of valuable time.

Improvement Dependent Upon Attitude

While it is true that only the pupil, the typist of the work, can tell just what the cause of certain errors may be (and even he cannot always tell), still it would be extremely difficult for the pupil to take over this diagnosing program all at once; rather, it is a matter for gradual growth (maturation). Also, remedial thinking, as Mr. Lessenberry points out, is essential before any corrective drill

¹ "Accuracy in Typewriting," *The Balance Sheet*, p. 221, January, 1936.

² *TEACHER'S MANUAL FOR GREGG TYPING*, Complete Course, p. 29.

³ *PSYCHOLOGY*, Robert S. Woodworth, revised edition, Henry Holt & Company, New York, 1929, pp. 409-410.

practice is done. The value of any corrective work depends on the pupil's⁴ attitude toward it. We cannot force it down the pupil's throat. He must see it as a means of removing the cause of his errors. If he is made to regard it as a penalty, our device has failed even before it has had a chance to be used.

But having the pupil check his papers and study his constant errors is not enough. Don't forget how it was when you learned to type. And don't you like Professor Lessenberry's challenge in his last paragraph, to *continue to learn*? Too many teachers have stopped learning—not to mention using the typewriter—right after graduation. Do they believe the textbook, however excellent, and plenty of repetition can take the place of expert teacher demonstration and motivation? Or do they cherish the illusion that their mere presence in the classroom and an occasional "pep" talk can, without their actual possession of the typing skills they prate about, inspire their pupils to initiate the heroic trial-and-error responses required to achieve typing success? I say "heroic" because they are compelling the pupil to sail, unguided, over unknown seas.

Mr. Lessenberry writes me, "Teachers need to put themselves through the experience of learning to type and, through introspection, develop some sound principles for helping pupils to achieve typing power."

Note that word *introspection*. The almost complete objectivity of our earlier diagnoses, I believe, had a strong appeal, for wasn't objectivity the watchword for our testing? Of course, if it had not been for our primitive objective analyses, such as "*r* was struck for *t*," probably our present understanding of diagnosing typing errors would be much less advanced today. Incidentally, this analysis had value only as long as the pupil was on the individual-letter-stroking level, a very short period during which any analysis might be questioned.

In closing, I quote from Harold H. Smith,⁵

"I have consciously chosen the singular, *pupil*, throughout these comments because I assume all teachers now regard the errors made, the analyses, and the corrective practice drills used to be an individual matter, and not a mass performance.

⁶"The Teaching of Typewriting," *The American Shorthand Teacher*, p. 210, February, 1931.

an expert typist, who, along with Mr. Lessenberry, practices what he preaches:

It has always seemed to us a rather hopeless task for anyone possessed of less skill than sixty or eighty words a minute to try to analyze errors accurately. It is probably at about these rates that the ability to type combination- and word-movements enters the picture in an important sense.

C. S. & A. Contest Awards

January

TEACHERS:

For comments on advertisements, \$3 to Cleo Rayl, Independent School District, Atlantic, Iowa; \$1 to Sister Mary Fidelis, F.C.J., St. Patrick's High School, Providence, R. I.

For best list of "Words with Sound" from "The Heart of Guinevere," \$2 to Cleo Rayl.

STUDENTS:

For comments on advertisements, \$1 each to E. H. Melton, Moorestown, N. J., and to Kathleen Carew, Camilla Darcy, Gladys Herron, Anna Motte, Mary Ryan, and Louise E. Ward, St. Patrick's High School, Providence, R. I.

February

TEACHERS:

For comments on advertisements, \$5 to Mary Williamson, Central High School, Sioux City, Iowa.

For best answer to questions on "Tobacco Worm," \$1 to Cleo Rayl, Atlantic, Iowa.

For best description of plot of "Tobacco Worm," \$1 to Inez E. Moore, Lincoln High School, Tacoma, Washington.

For best answer to Dean Lord's question, \$2 to Sister Charles Therese, Loretto Academy, Santa Fe, New Mexico.

For answers to Problems in the Advertisements, \$1 each: Cleo Rayl (two awards); Margaret A. Lapham, Lincoln High School, Tacoma, Wash. (two awards); Sister Charles Therese, Loretto Academy, Santa Fe, N. M.; Mary Williamson, Central High School, Sioux City, Iowa (three awards); Sister Mary Fidelis, F.C.J., St. Patrick's High School, Providence, R. I.; Alice Lease, High School, Barry, Ill.

STUDENTS:

For best answer to questions on "Tobacco Worm," \$1 to Elizabeth Hacker, Lincoln High School, Tacoma, Washington.

For best description of plot of "Tobacco Worm," \$1, to Cecilia Ross, Lincoln High School, Tacoma, Washington.

For best answers to "Problems in the Advertisements," \$1 for each: Elizabeth Courtney, St. Patrick's High School, Providence, R. I. (two awards); and Theresa Gookins (two awards), Faye Nelson (three awards), Cecilia Ross, Irene Pasquan, Beulah Eskildsen, and Pauline O'Farrell, all of Lincoln High School, Tacoma, Washington.

DON'T BUY YOUR OWN HOME

—On a Shoe String

• E. J. McLUCKIE

State Teachers College
Indiana, Pennsylvania

A homely illustration of the necessity of advance preparation for the business part of one's daily life

[EDITOR'S NOTE: A minimum business education for everyone, to include not only the skill subjects but the broader study of general business practice, is the first plank in the BUSINESS EDUCATION WORLD's platform for the advancement of commercial education.

Deserved recognition of the value to society and to the individual of the work done by commercial educators must depend to some extent upon the degree to which the training imparted may be applied to individual, everyday business transactions.

The author sets forth trenchantly the unfortunate venture of an ambitious young couple into a business transaction for which neither personal experience nor formal education had equipped them.]

INDISCRIMINATE urging, by educators and others, to "Buy your own home" has not always resulted in happy endings. Home ownership has been and no doubt will continue to be a worthy social ideal, but only where the burden is shouldered by those having a reasonable chance of seeing it through.

It is a sad mistake for people to venture into such a proposition without adequate owned capital. The crushing burden of too much borrowing for this purpose can only result in dissipation of the little nest egg there was, loss of the home itself, and a bitter resentment of the whole proposition of "Buy your own home." Too frequently have the public and the public's children been preached at to buy their own homes, and too infrequently have they been admonished not to do it until they had sufficient money to do it properly.

There was a time when "Buy your own home" was good advice for anybody. Then, a man with a paltry hundred dollars could buy a little home through a building-and-loan society and pay for it reasonably. While teachers and others continue to preach this gospel, these opportunities have thinned out and financial racketeers in cahoots with the builders have entered the field.

At the present time, the matter of finding a reasonably priced house is relatively simple, but in the period 1920 to 1929 it was quite a problem, as everybody knows. After the suspension of building during the last five years, one can confidently look forward to a situation when homes will again be dear, rents high, and houses scarce. While business has been retarded, marrying has not. There is bound to be a demand for homes on the part of young married people who have been living with the in-laws. They will no doubt be tempted with the possibility of buying their own homes. What will their decision be? Will it be based on the exercise of good business principles, as it is possible to teach them in school, or will they blunder in and out as so many of their predecessors have done?

The experience of Mr. and Mrs. John Smith, twenty-six and twenty-five respectively, married two years, might easily be the fate of these others who will follow them.

The advent of Mr. and Mrs. Smith on the battle ground of an attempt to possess a home began when they happened to see the following attractive advertisement:

FOR SALE, by the builder, a new, modern home. All conveniences. Five hundred dollars down, sixty dollars a month. Pay like rent and own your own home. Why not pay rent to yourself?

It is hard to deny the effect of such an appeal, especially if one has been living with the in-laws or has been shunted about from pillar to post among rented rooms. Our young people, therefore, found that they could raise the initial payment by judicious borrowing from friends and life insurance companies, and set out to inspect the prospective home. They were duly impressed by the newness of the house, with its pure white walls, its glistening hardwood floors and sparkling equipment. The romance and ecstasy of the moment inspired the launching of any reasonable proposition they could make to call it their own.

"Why pay rent indeed?" they echoed to each other, and the bare spacious walls seemed to echo back, "Why not pay rent to yourselves?"

Babes in the Wood of Finance

With a momentary reflection on how stupid people were who have kept on paying rent for years, they went in search of the builder. They found him to be a very pleasant fellow, proud of his houses and particular to whom he sold them. He explained that the houses were financed by a broker in the city; to the broker he took them in due time.

Our young heroes found the broker a most amiable fellow. It seemed that he laughed on the slightest provocation and was so fatherly and friendly that it looked as if he would never get down to business. But as an afterthought, after asking all about the young peoples' ambitions and hopes, he made it clear that he was particularly interested in getting young people started in homes of their own. Later the stenographer arrived with the mortgages, the bond, the deed, the contract—all of which our heroes signed while basking in the beams of the broker's sunny smiles.

It appeared that all this palaver and stenography would cost \$100. Shame-faced, our friends admit that they do not have \$100 in excess of the \$500 necessary, but the broker puts their minds at ease by having them sign a note for \$120. "Twenty dollars for interest—you see the small loan com-

panies would charge you 40 per cent," the broker said, assuring them that he wanted to see them get a square deal.

For the next twelve months, \$10 of the salary went to pay off the note, making the monthly payment thus far \$70 instead of \$60. But, sure enough, the receipt arrived showing so much off the principal and so much for interest. Undoubtedly they were buying a home and paying for it like rent.

The yard had to be graded and set. They discovered that the back porch had no gutter. An appeal was made to the builder, but he had lost all interest in his precious house. An appeal was made to the broker but he said the builder should have attended to it. Result: Mr. Smith had to fix it himself.

Soon the tax bills arrived, amounting to \$100 and more. Money had to be saved for this so that they were now permanently paying at the rate of \$70. Of course it was not all lost; \$30 or thereabouts was actually being paid off the principal. In three years they would actually be ahead nearly \$1,000. Of course, the house had to be painted because the first painting, they were told, was never good. This was an unexpected \$200.

Then the inside needed papering because the glistening walls had now lost their white charm. This cost another \$100. Of course they needed the plumber and the tinsmith, and old Mr. Depreciation was calling all the time at the rate of \$150 a year and Old Lady Out-of-Style was working at not less than \$50 a year.

Our Heroes Begin to Wonder

But the end of the three-year period had in store for them the big surprise—the renewal of the mortgages. Again they had to pay \$100 for drawing up the papers, which is the brokers' method of beating the legal interest rate. But, more surprising, there was the premium of \$300 for refinancing. This had to be paid for renewing the second mortgage. Investigation revealed that a second-mortgage house would have charged \$500 or \$600. Their broker was not so steep, after all. The young people felt like giving up, but the thought that they were making progress spurred them on.

Let us take a look at the first three years' adventures:

Interest paid for 36 months	\$1,098
Taxes	300
Paint	200
Decorating	200
Repairs	100
Depreciation	150
Obsolescence	50
Premium on second mortgage	300
Drawing up papers	100

\$2,498

Cost of shelter per year for three years \$833

The monthly rental cost is $\$833 \div 12$ or \$69. Add to this the amount paid off on principal, \$30, or a total outlay for shelter of \$99. If the young man was fortunate enough to be making \$175 a month, he had \$76 left for food, clothing, insurance, sickness, and all the other items of the budget.

Of course, our young people were under the impression that a mortgage runs on until the property is paid. In fact, the broker told them so, except that every three years, as a matter of form, they make out a new mortgage. But of course he forgot to tell them of the premium. However, since they felt that they had an investment at stake, they faced the future determined to succeed.

Within the next three years the cheap furnace burned itself out. This meant the installation of a new one, at \$200. A mechanic's lien of \$150, which should have been paid by the builder, was discovered. There were bills for insurance as well as for taxes. Repairs were considerably higher than last period. Somehow, struggling under a load of \$99 a month for shelter, they got through the next three years. Financing had to be done all over again. This time, the broker stated that money was scarce and that he would have to have \$500 or \$600 to renew the second mortgage.

It was beginning to dawn on our heroes that, at this rate, by going three years forward and one back they might ultimately own the property in thirty years. An appeal was made to the banks, which were willing

to lend 50 per cent of the true value of the house, which they consider to be \$1,500 less than our people were paying for it.

The only course seemed to be to endeavor to pay the broker \$500 and continue as they were before, or to throw up the sponge and take their loss, in order to begin all over again. After a family conference, our heroes decided to do the latter. They moved out and allowed the broker to sell the property for his mortgages and they faced the future with a clear conscience and a healthy desire to be rid of the whole situation.

However, let us not, in fairy-book fashion, consider that they will live happily ever after. At the sale, the broker was the only bidder and the property was sold to him for a song, much less than the amount necessary to cover the mortgages. The broker then notified our friends that, since they not only signed the mortgages but also a bond for twice the penal sum, he would continue to follow them for the next twenty years and that any time they happened to accumulate any property, he would bring suit to attach it in order to satisfy the total amount of the mortgages. Needless to say, our young people had cut their eye teeth in a most painful manner.

It Needn't Have Happened At All

How would business education have prevented the folly of such a situation? It would have explained thoroughly the meaning of mortgages, bonds, and deeds. The whole subject of second-mortgage financing would have been worked out in many experimental problems. The wiles of salesmanship by which Mr. and Mrs. Smith were lured into the situation would have been exposed to them in their courses in salesmanship. Their bookkeeping and commercial mathematics classes would have compelled them to take a realistic preview of the proposition. A course in business law would have taught them that signing an instrument under seal would bind them for twenty years, and would have shown them that the mere foreclosure of a property under a mortgage does not discharge the mortgagor

(Continued on page 665)

MONUMENTS TO BUSINESS

• ROBERT NEWCOMB

Editorial Director
Blanchard Press, Inc.
New York City

**The nation's airports are transportation centers by day and by night.
The eighth article in this series**

AN airport might be loosely described as a group of buildings with a lot of ground around them. Actually, the airport is the center of the aviation industry, the objective of those great mechanical carrier pigeons which, even within the memory of a youngster, have been developed to the point where time and distance mean less than they ever did before.

It isn't such a far cry from the pioneering days when an airport was a glorified cow pasture, selected because it was empty and inexpensive. Today it is, in many cases, a terminal for two and three hundred planes a day. The airport has accordingly become an important factor in big business. The easy-going methods of airport operation of a few years ago simply cannot be applied today, for aviation has a high-priced service to sell, and it must be sold in competition with what much of the public considers less hazardous and accordingly more popular enterprises.

Looks Do Count—In Airports

In developing the airport phase of aviation, the industry in this country has taken a cue from the Europeans, who are generally known to be more air-minded than we are. In spite of the fact that American acceptance of the airplane as a means of travel promises to be a slow accomplishment, the industry's leaders have wisely set themselves to making this business of flying as pleasant as possible. And that attitude applies when the passenger is on the ground as well as when he is in the air.

Because airports must of necessity be laid out on flat ground (the one at Oakland, California, has 825 acres—something over a square mile), there isn't much scenic beauty about them. Add to that the fact that hangars themselves conform to a fairly set, unimaginative

pattern and that concrete runways, approaches, and other things are not aesthetically attractive, and you will appreciate that making the airport eye-filling is something of a task.

Because too little emphasis has been placed upon airports, and because many of them are outmoded, they are receiving more attention from air executives. One of the newer airports, Pan-American's picturesque Dinner Key, near Miami, Florida, is the water terminal for that line's large business to South America and intermediate points. Laid out on a large acreage, it accommodates daily about 750 passengers and tons of mail and express. Four giant flying boats can be loaded simultaneously. A wide canal has been dredged up to the airport proper, and the arrival and departure of passengers is handled with ease and efficiency.

There are 2,373 airports in the United States. The greater number of these are municipal airports; the total figure includes, in addition, commercial, Department of Commerce intermediate fields, Army, state, and miscellaneous airports of the government. There are also 59 airports owned by private individuals.

The valuations vary, of course, depending upon size and location. Detroit's airport is the country's costliest, chiefly because of the high cost of the property: the airport, exclusive of the land, represents an investment of \$2,000,000. Roosevelt Field, New York, cost \$1,440,000; the airport at Cleveland, \$1,600,000. These figures include the administration building, the expensive laying of runways, drainage systems where necessary, and similar items. Airport staffs in the larger terminals include from one hundred to two hundred people, counting executives, the office personnel, pilots, mechanics and miscellaneous help.

The larger airports operate concessions: restaurants and lunch counters, for example, from which they realize some profit—usually a percentage of the gross intake, plus a nominal rental.

Publicity is a big part of airport operation, yet few appreciate the extent to which it is employed. The alert head of an airport realizes that the success of his job depends upon getting people literally up in the air; he goes about it, often indirectly, by devising ways to get the public out to the airport. He popularizes his terminal, which, because of the nature of the enterprise, must be located outside a city or town, by making it attractive.

The Making of an Airport

The Department of Commerce, under whose supervision the country's air activities are conducted (Eugene L. Vidal, an energetic and far-sighted young man, is the Department's air chief), has made a thorough study of airports and is prepared to assist any community in building one. While the actual design of the airport is too technically involved to warrant detailed discussion here, it involves definite requirements: The airport should be located close to some city sufficient in size to provide business. It should be laid out in flat rolling country, well clear of mountains or hills which might make take-offs or landings difficult. It should be, if possible, on land which requires no costly drainage.

The Department recommends that wind velocities in the vicinity be closely studied—a normal wind movement is not objectionable, but in any section where currents are unusual, planes are likely to encounter difficulties. The airports should be accessible by good roads from the city; a trolley or bus line which leads to the airport is helpful in answering an awkward transportation question.

Runways alone constitute a problem, and the level of the airport as compared with sea level is important. Thus the Department feels that a runway at sea level should be 2,600 feet in length, and longer as the level ascends. Provision must be made for fences, sod runways, ground markers and other items. One test for the field, as recommended by the Department, is that a light car must be driven over it at 30

miles an hour with a minimum of discomfort to the passengers; the average plane, rolling over the ground at higher speeds, is presumed to be affected to the same extent.

The government has given a material impetus to airport building and improvement by setting aside, in recent WPA grants, several millions whereby established airports may be developed and new ones created. One provision calls for an expenditure of \$18,000,000 with which to improve 313 airports.

The leading airports today function smoothly, even in the face of problems such as beset few industries. The airport superintendent is basically an airman, equipped to cope with the thousand and one trials which aviation provides. Schedules of air lines, unlike those of railroads and steamships, are upset by minor changes in weather, and an airport chief must be prepared to think quickly.

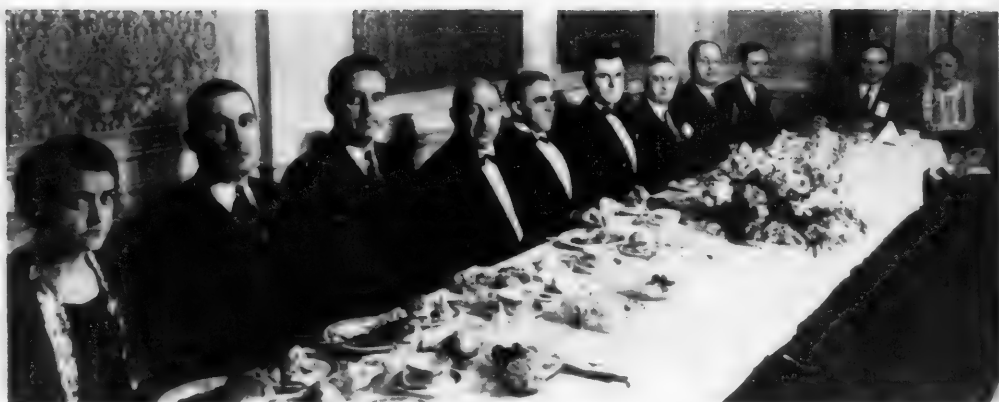
America Takes to the Air

Of the aviation terminals, Newark Airport is most important. The greatest volume of air traffic moves through it. It is aviation's gateway to New York City, and despite the efforts of certain groups to transfer the metropolitan business to Floyd Bennett Field, the city's chief airport, New York's gateway continues to lie in New Jersey. Other airports of great importance are those at Cleveland, Detroit, Chicago's Cicero, the Curtiss Baltimore, California's beautiful terminals at Los Angeles and San Francisco Bay, and many others.

Day and night views of the famous Los Angeles airport are shown on our front cover.

Colonel Lindbergh is credited with having started all this. A young mail pilot who gambled with the Atlantic, with nothing on his mind at the time except to get to the other side, really gave aviation the push it badly needed. Others have given it a helpful boost on its way—Will Rogers, for example, whose tragic death was so sorry a blow to the country at large; Mrs. Roosevelt, the first wife of a President to take so completely to the air. People like these have been aviation's best friends.

No wonder, then, that the airport looms greater in importance than ever. It is the public's first step in taking to the air. It simply must be good.



St. Louis Meeting of the NATIONAL COUNCIL OF BUSINESS EDUCATION

THE large and enthusiastic group of commercial and general educators that attended the dinner meeting of the National Council of Business Education at the Melbourne Hotel, St. Louis, Friday, February 21, carried away one strong conviction—that there should be a closer cooperation between business and business education.

This conviction naturally followed the speeches of the evening. Dr. David E. Weglein, Superintendent of Public Instruction, Baltimore, spoke on the need for a better understanding between business leaders and educational leaders, and described at some length the work that is being done in Baltimore toward developing such an understanding. In this respect, Baltimore is setting an example which her sister cities may well follow. An unusual plan of cooperation between the public schools and the Chamber of Commerce has been prepared at the instigation of the public school authorities.

What is being done in Baltimore must be done in other cities if commercial education is to attain its maximum efficiency. But, as Superintendent Weglein pointed out, any plan for cooperation must originate with teachers rather than with employers. Unfortunately, commercial teachers often hesitate to take the first step in developing a plan for better understanding, partly because so many lack contacts with business, partly be-

cause they question their ability to obtain the cooperation of business, partly because they fear that school administrators may frown upon such a plan, and partly because of the work involved.

On the other hand, many business leaders are ignorant of what is being attempted in business education. Some feel that any attempt to bring about a closer cooperation between the schools and business may merely mean an additional burden for business. Even when they know what is being done in our schools, and are ready to cooperate in a plan to bring about a better understanding between education and business, they hesitate to take the first step in initiating such a plan, because they feel that the first step should be made by school authorities.

Possibly other reasons may exist in some communities for the lack of cooperation between business and education, but, regardless of the reasons for such a situation, there can be no denying the fact that obsolete curricula, the impractical theories, and the low standards of achievement found in many commercial departments prove the need for a better understanding between business men and educators.

A great amount of high-grade research work is being done in the field of methodology; and that is as it should be. But, although we are steadily improving in our

At the left: A Close-up of the Speakers' Table

Left to right: Inez Ray Wells, Delta State Teachers College, Cleveland, Mississippi; Dr. William R. Odell, Teachers College, Columbia University; Mark Smith, Superintendent Board of Education, Thomaston, Georgia; Dr. David E. Weglein, Superintendent of Public Instruction, Baltimore, Maryland; Dr. Paul S. Lomax, New York University; Carter Atkins, Director, Government Research Bureau, St. Louis, Missouri; Seth B. Carlin, The Packard School, New York City; L. Gilbert Dake, Cleveland High School, St. Louis, Missouri; Earl Clevenger, Central State Teachers College, Edmond, Oklahoma; E. E. Hutzler, Cleveland High School, St. Louis; Clara Ruch, Hadley Vocational School, St. Louis.

classroom procedures, we have too great a diversity in standards of attainment as seen from the business viewpoint. One of the most important outcomes of a closer cooperation between business and education should be the setting up of a system of standards acceptable to business.

Kiwanis International Cooperates

Superintendent Mark Smith of Thomaston, Georgia, who is Chairman of the Committee on Economy and Efficiency in Public Schools, of Kiwanis International, was also a speaker at the National Council dinner. Superintendent Smith spoke of what is being done to improve cooperation between the public schools and business through the medium of the Kiwanis Club of Thomaston. Two splendid agencies for obtaining a close contact between education and business were thus discussed at the dinner meeting, Superintendent Weglein stressing the use of the Chamber of Commerce for that purpose, and Superintendent Smith stressing the use of service clubs.

But, of course, there are communities where, for various reasons, neither the Chamber of Commerce nor the service clubs would make desirable media for forming contacts between business and education. In some communities, commercial teachers may find it more convenient to work directly with individual business men, rather than through a business-men's organization. After all, the agency is unimportant; the end to be attained is extremely important.

Superintendent Smith told of the extent to which cooperative work was being carried on in the schools of Thomaston. He said that, in the Robert E. Lee Institute High School, 27.18 per cent of the high school students were regularly employed; that these students earned an average weekly income of \$6.18, a

total weekly income of \$809.30, and a total yearly income of \$42,084.60. Superintendent Smith said that none of the students employed seemed to have difficulty in carrying a regular school program.

Charles G. Reigner, President of the H. M. Rowe Company and Vice President of Kiwanis Club of Baltimore, spoke in approval of the cooperation between business groups and teachers. Mr. Reigner pointed out the need for a well-defined plan for cooperation between the two groups.

Ruby V. Perry, Principal of Allen High School, New Orleans, and former President of the Louisiana State Teachers' Association, suggested that the schools should also contact business and professional women's clubs in order that educational and financial help could be given to women as well as men in accordance with a carefully planned program.

Dr. Paul S. Lomax, of New York University, presided at the National Council dinner. In addition to the addresses by Superintendent Weglein and Superintendent Smith, a splendid discussion of the business viewpoint of the question of bringing about a better understanding between education and business was given by Carter Atkins, Director of the Government Research Bureau of St. Louis. The dinner was one of the best attended in the history of the National Council of Business Education.

Business Session of the Council

The Council held a business meeting on Friday afternoon, preceding the dinner meeting. Ruby V. Perry acted as secretary in place of Helen Reynolds, of Ohio University, who could not be present. Dr. Paul S. Lomax, President of the Council, presided.

The report of Miss Reynolds, covering the period from July, 1935, to February, 1936,



THE NATIONAL COUNCIL'S BANQUET TABLES

stated that a new constitution for the Council was adopted last fall, and that six associations had joined the Council in that period: National Commercial Teachers Federation, Southern Business Education Association, Wisconsin Business Schools Association, Colorado Business Education Association, Arizona Business Education Association, and Florida Commercial Teachers Association. There are now twenty-four associations affiliated with the Council, representing a membership of approximately 12,000 business teachers.

Miss Reynolds reported an extensive demand for the special articles and bibliographies that have been appearing in business education magazines under the sponsorship of the Council. [See B. E. W. for November, 1935, p. 195; December, 1935, p. 219; February, 1936, p. 443.]

Dr. Lomax explained in his report the cooperative arrangement with Kiwanis International for the purpose of encouraging closer

cooperation between business and the schools: with the National Commission on a Cooperative Study of Secondary School Standards, headed by Dr. Walter C. Eells, American Council on Education, 744 Jackson Place, Washington, D. C.; with the American Youth Commission in charge of Dr. Homer P. Payne, American Council on Education; with the Education Policies Commission of the National Education Association and the Department of Superintendence, of which the chairman is Superintendent Alexander J. Stoddard, Public Schools, Providence, Rhode Island.

These activities of the Council represent its primary purpose to act in behalf of its affiliated associations of business teachers in keeping in close touch with the larger general developments in American education, as well as to bring about a widespread coordination between business leadership and school leadership.—*A joint report by Seth B. Carlin, Paul S. Lomax, and R. G. Walters.*

St. Louis Meeting of the National Association of Commercial Teacher Training Institutions

[Editor's Note: The following report was prepared by R. G. Walters, President of the National Association of Commercial Teacher Training Institutions for 1935 and Chairman of the St. Louis meeting.]

ON Saturday, February 22, the National Association of Commercial Teacher Training Institutions presented a full day's program at Washington University. This association is affiliated with the National Council, and works in close harmony with it. Hence the two organizations held their programs on succeeding days in the same city in order that interested teachers might attend both meetings.

The morning session was devoted to a consideration of methods courses for commercial teachers. For several years past, commercial teacher training institutions have been faced with the problem of deciding the kind and number of methods courses to be offered.

In the first place, there was the question of whether *any* special methods courses in commercial subjects are desirable. Might not the prospective commercial teacher be better prepared by taking courses in general methods than in special methods?

In the second place, if special-methods courses are desirable, should commercial teacher training institutions attempt to offer a special-methods course for each of twenty or more

commercial subjects now offered in our public high schools, or should they offer combination methods courses covering several related subjects, thus cutting down the total number of courses necessary?

The morning program was devoted to four different viewpoints of methods courses. In the absence of D. D. Lessenberry, of the University of Pittsburgh, E. G. Blackstone, of the University of Iowa, described commercial methods courses as conducted in an undergraduate institution; Paul S. Lomax, of New York University, talked from the viewpoint of the graduate school; Mrs. Marguerite D. Fowler, of Louisville, spoke from the viewpoint of a city administrator; and Clinton A. Reed, of Albany, New York, spoke from the viewpoint of a state director.

The general opinion held by most of those present seemed to be that general courses in methods, intended for teachers of all subjects, academic as well as commercial, do not fill the needs of commercial teachers, but that, instead, special commercial methods courses are desirable. In addition, it was felt by several speakers that methods courses for groups of related commercial subjects might be more practical than methods courses for individual commercial subjects. Finally, such methods courses should stress the practical business viewpoint rather than highly theoretical methodological viewpoints.

NEW OFFICERS OF THE ASSOCIATION



V. H. CARMICHAEL
Secretary



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F. G. NICHOLS
President



E. D. PENNELL
Vice President



PAUL A. CARLSON
Treasurer

I would like to inject my own opinion at this point, to the effect that methods courses for commercial teachers are even more important than methods courses for academic teachers. Most academic students preparing for teaching have had academic subjects in high school, and remember something of the methods used in high school. On the other hand, a large percentage of commercial students preparing for teaching have had no commercial work in high school. In many cases, they have had classical or scientific courses in high school, and have not the slightest idea of the proper procedure to be followed in teaching shorthand, or book-keeping, or salesmanship to pupils of high school age. The need for special methods courses for such prospective teachers is, therefore, very great.

A luncheon for those interested in the National Association of Commercial Teacher Training Institutions was served at noon, on Saturday, and was addressed by Dr. Frank L. Wright, head of the Department of Education, Washington University, and by Dr. Walter C. Eells, Co-ordinator of the Committee on Cooperative Study of Secondary School Standards. Dr. Eells explained the work of his committee, which is to set up standards for all secondary school subjects. He pointed out that a comparatively short statement of standards had been prepared by teachers of many secondary school subjects, such as mathematics and English, but that it had been impossible, up to this time, to secure a short definite statement of standards for commercial subjects.

The Committee on Cooperative Study has probably overlooked the fact that there are as many groups of commercial subjects as there are groups of academic subjects. Thus, in the academic field we have language subjects, mathematics subjects, social subjects, natural sciences, and manual subjects. It is comparatively easy to set up a set of standards for each of these fields. Unfortunately, many people have fallen into the error of considering commercial subjects as a fundamentally distinct field from each of the above, whereas, as a matter of fact, commercial subjects may likewise be divided into language subjects, mathematics subjects, social subjects,

and manual subjects. This being the case, it would be just as difficult to set up one set of standards covering all commercial subjects as it would be to set up a set of standards covering all academic subjects. Nevertheless, an attempt will be made by a committee of commercial educators to set up such a set of standards for Dr. Eells' committee.

The afternoon session was devoted to a discussion of practice teaching for commercial teachers. Paul A. Carlson, of Whitewater State Teachers College, Whitewater, Wisconsin, told what is being done by that institution in giving practice teaching in the institution's own training school; M. E. Studebaker, of Ball State Teachers College, Muncie, Indiana, told of their work in training commercial teachers in public high schools.

Both types of teacher training have their advantages and both have their disadvantages. The most important point upon which both speakers agreed is that practice teaching is absolutely necessary, and that practice teaching should be supervised by well-qualified critic teachers who are thoroughly acquainted with the content of commercial subjects.

No preliminary attempt had been made to set up one theme for discussion for the programs of the National Council and the National Association of Commercial Teacher Training Institutions, but it was evident to those who attended both meetings that a feeling exists that we must put more emphasis upon the practical side of commercial education.

The Newly Elected Officers

President: Frederick G. Nichols, Graduate School of Education, Harvard University.

Vice President: E. D. Pennell, Western State Teachers College, Kalamazoo, Michigan.

Secretary: Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana.

Treasurer: Paul A. Carlson, Whitewater State Teachers College, Whitewater, Wisconsin.

Directors: Mrs. Esta Ross Stuart, Columbia University; B. W. Spencer, University of California; R. G. Walters, Grove City College, Grove City, Pennsylvania.

Special credit for the success of the meetings is due the local committee on arrangements, of which L. Gilbert Dake, Cleveland High School, St. Louis, was general chairman.

SHORTHAND TEACHERS' MEDAL TEST

• FLORENCE E. ULRICH

The Gregg Publishing Company
New York City

THE gratifying results of the Teachers' Medal Test reveal that an increasing number of shorthand teachers are striving for a professional writing style. It gives us pleasure to recognize this skill and ability with medals and certificates each year. Thirty-seven teachers qualified for the gold medal, and twenty-seven for the silver medal, this year. This is an increase over last year of twelve gold and six silver medalists.

It is appropriate at this time to urge those who did not qualify for any award to improve their notes to merit the medal. But the notes will not improve themselves!

It is impossible, except in a direct criticism of a specimen, to point out in what particular notes are unsatisfactory. Usually, any specimen submitted in the Teachers' Medal Test would be rated as a fairly creditable specimen for an ordinary writer, but ordinary writing is not sufficient skill to have at one's command for teaching purposes. It is essential, therefore, that the teacher of a skill subject like shorthand or typewriting possess the highest degree of skill; he should strive regularly to perfect that skill, in order that he may get the best possible results from his teaching.

If you were disappointed in the rating of the specimen of your notes in this Medal Test, please bear in mind that these medals are awarded for very superior work. The gold medalists are a superior group of shorthand writers. Our rating is against an absolute standard of quality, not a comparative rating. The only way a deficient style can be brought up to the required standard is through sincere and conscientious study of individual writing faults and persistent practice to correct them. Without such analysis and practice, your writing style next year, or ten years from now, will be practically the same as it is today.

The 1936 test brings coveted gold medals to 37 and silver medals to 27; others qualify for certificates

To help those who are striving to correct the faults of writing which prevent their receiving the gold medal, we have returned the specimen of notes with criticisms. In some cases, there were only a few faults on the paper, but they were basic faults and therefore important enough to be called to the attention of the writer. Teachers who did not qualify for any award can, and many will, improve their writing ability sufficiently during the next few months to merit a medal. The names and pictures of the Gold Medalists appear on pages 638 and 639.

We congratulate the teachers upon their attainment of the gold medal this year. We know that the satisfaction which they receive from having the award will be but a small fraction of the real satisfaction they will have in their greater confidence and better presentations. This alone makes the intensive practice for these medals worth while.

We hope and expect to have the opportunity of awarding the lavalliere or medal to all the 12,000 teachers of shorthand.

We are considering the publication of a medal test each month, instead of holding the event once each year. The proposed plan would allow teachers to work for the medal at any time and receive it as soon as the notes have reached medal standard. Do we have your vote for this change?

Silver Medalists

Rena Davis Akin, South Kitsap Union High School, Port Orchard, Washington.
Myrtle E. Bailey, Garfield High School, Los Angeles.
Rose Barclay, Gregg Shorthand and Dictation Club, Portland, Oregon.
Clara Bollman, High School, Beloit, Kansas.
Ella Coutler, Detroit Commercial College, Detroit.
Margaret M. Farrell, Senior High School, Pawtucket, Rhode Island.
Anne J. Gereg, Teachers College, New Britain, Connecticut.

(Continued on page 640)

GOLD MEDAL WINNERS

in the 1936 Shorthand Teachers' Medal Test

MANY OTHERS WIN COVETED SILVER MEDAL



Gold Medalists

1. Olin R. Gresham, Woodbury College, Los Angeles.
2. Emily Hartmann, East High School, Green Bay, Wisconsin.
3. Gladys Huber Seale, Wadleigh High School, New York City.
4. Mary G. Schulkind Jackson, High School, Huntington Park, California.
5. Virginia S. Haynes, High School, Canton, South Dakota.
6. Arvilla Benshoof, Gregg College, Chicago.
7. Mrs. Beryl M. Huebener, High School, Huntington Park, California.
8. Sister Mary of the Resurrection, Mt. Carmel High School, Willimansett, Massachusetts.
9. Selden H. Norris, Grinnell College, Grinnell, Iowa.
10. Sister Charles Therese, Loretto Academy, Santa Fe, New Mexico.
11. R. D. Parrish, Woodbury College, Los Angeles.
12. Emma Bell Hauch, Senior High School, Johnstown, Pennsylvania.
13. Frances Moser, Senior High School, Galesburg, Illinois.
14. Maybelle V. Geer, School of Commercial Sciences, Woonsocket, Rhode Island.
15. Lillian M. Kieke, High School, Albuquerque, New Mexico.
16. Mrs. E. M. Sathre, Northern Business College, Bemidji, Minnesota.
17. Lena Garavalia, William H. Hall High School, West Hartford, Connecticut.
18. Ray Bishop, Dunsmore Business College, Staunton, Virginia.
19. Martha Grant, Central High School, Tulsa, Oklahoma.

20. Lena Behrman, High School, El Paso, Texas.

21. Madeline E. Hitz, High School, White Plains, New York.

22. Grace Kille, Detroit Commercial College, Detroit, Michigan.

23. Madeline S. Strony, The Newark School for Secretaries, Newark, New Jersey.

24. Lee W. Julander, American Institute of Business, Des Moines, Iowa.

25. Lilian F. Rivers, Junior College, Fullerton, California.

26. Margaret Vaughan, Lexington, Missouri.

27. Ruby Hemphill, Central High School, Tulsa, Oklahoma.

28. Elizabeth H. Gintzer, John Harris High School, Harrisburg, Pennsylvania.

29. Elva Jochumsen, Newburgh Free Academy, Newburgh, New York.

30. Gretna Higgins, Burdett College, Lynn, Massachusetts.

31. Marion Hunsicker, Fordson High School, Dearborn, Michigan.

32. Laurel Harris, High School, Cairo, Illinois.

33. Anna L. Evans, Beacom College, Wilmington, Delaware.

34. Catherine K. MacDonald, Gregg College, Chicago.

35. Anne Nelson, J. Sterling Morton High School, Cicero, Illinois.

NOT PICTURED:

Sister Mary Joannette, St. Peter Commercial School, Fort Wayne, Indiana.

Sister Mary Maxelinda, S.S.N.D., Our Lady of Lourdes High School, Marinette, Wisconsin.

(Editor's Note: The names of the gold-medal winners are not given in the order of the excellence of their note:.)



Silver Medalists

(Continued from page 637)

Annalia Helena Guenther, High School, Borger, Texas.
 William L. Hacuser, National School, Newark.
 Elizabeth C. Harnack, Edwin Denby High School, Detroit, Michigan.
 Elizabeth Hayes, Woodbury College, Los Angeles.
 Marian E. Horn, Empire Township High School, Le Roy, Illinois.
 Marcella M. Johnson, Acme Business College, Lansing, Michigan.
 Evelyn D. Luciano, Teachers College of Connecticut, New Britain.
 Waneta Ohmen, Adult Night School, Riverside, Calif.
 Alice M. O'Neil, Teachers College of Connecticut, New Britain.
 Josephine Rankin, Walton School of Commerce, Chicago.
 H. D. Shotwell, High School, Topeka, Kansas.
 Caroline Stober, Girls' Polytechnic School, Portland, Oregon.
 Bernice C. Turner, Washington Irving High School, Tarrytown, New York.
 Earl F. Weller, William Penn High School, Harrisburg, Pennsylvania.
 Sister Catharine Anita, S.S.J., Queen of Peace High School, North Arlington, New Jersey.
 Sister Antoine-de-l'Assomption, A.S.V., Saint Joseph Academy, Salem, Massachusetts.
 Sister M. Angela Augusta, Loretto Academy, Kansas City, Missouri.
 Sister M. Corda, O.S.B., St. Mary's High School, Bismarck, North Dakota.
 Sister M. Leonarda, O.P., St. Mary's School, Rahway, New Jersey.
 Sister St. Ludivine, A.S.V., St. Joseph Academy, Salem, Massachusetts.

Gold Seal Proficiency Certificates

Dulcie Angus, Fife High School, Tacoma, Washington.
 Grace E. Armstrong, High School, Idaho Falls, Idaho.
 M. F. Bellows, Washington Irving High School, Tarrytown, New York.
 Margaret Benz, Detroit Commercial College, Detroit.
 Mary E. Bromley, High School, Rye, New York.
 Bernadine Coale Brown, Carmi Township High School, Carmi, Illinois.
 Emily W. Buell, Butler Business School, Bridgeport, Connecticut.
 M. Louise Campbell, High School, Oceanside, Long Island, New York.
 Marie Christensen, Watertown Commercial College, Watertown, South Dakota.
 Frances M. Colburn, Woodbury College, Los Angeles.
 Margaret Connoles, High School, St. Francisville, Illinois.
 Lilah Draxten, High School, Ontonagon, Michigan.
 Ada Y. Galbraith, Vocational School, El Paso, Texas.
 Wilma S. Garner, The Pullman Free School of Manual Training, Chicago.

Mabel G. Harritt, Cortland Business Institute, Cortland, New York.
 C. Jane Hawkins, Vocational School, El Paso, Texas.
 J. Frances Henderson, Oklahoma A. & M. College Stillwater, Oklahoma.
 Mignon Herod, Woodbury College, Los Angeles.
 Mildred Hohenboken, Haw Creek Township High School, Gilson, Illinois.
 Nettielee Huggins, Aiken Institute, Aiken, South Carolina.
 Freda B. Kanter, Teachers College, New Britain, Connecticut.
 Gertrude C. Knudsen, High School, Waupaca, Wisconsin.
 Joseph P. Kovalsik, C. Y., U. S. Coast Guard Institute, New London, Connecticut.
 Gertrude E. Laughlin, South High School, Youngstown, Ohio.
 Clare M. Louis, Community High School, Cullom, Illinois.
 A. L. McGauley, Senior High School, Hood River, Oregon.
 Hilda Mesick, High School, Coulee City, Washington.
 Mrs. Clara B. Myers, American Institute of Business, Des Moines, Iowa.
 Grace Oldham, Scottsbluff High School, Scottsbluff, Nebraska.
 Jeannette Peiffer, Y. W. C. A. Secretarial School, Newark, New Jersey.
 J. M. Perry, Jr., Perry School of Business, Waterbury, Connecticut.
 Elizabeth Petersen, High School, Dinuba, California.
 Mrs. W. M. Pridgen, High School, Carrizo Springs, Texas.
 Esther R. Scott, Community High School, Stronghurst, Illinois.
 Mary E. Sharon, Teachers College of Connecticut, New Britain, Connecticut.
 Jeannette E. Sprague, High School, Lakewood, New York.
 Gertrude Steffen, Detroit Commercial College, Detroit, Michigan.
 Pearl Swanson, High School, Stambaugh, Michigan.
 Anne Weisul, High School, Wethersfield, Connecticut.
 Sister Agnes-du-Carmel, A. S. V., St. Joseph Academy, Salem, Massachusetts.
 Sister Mary Donald of the Sacred Heart, S. S. A. Holy Angels' Academy, St. Jerome (Terrebonne), Quebec, Canada.
 Sister Mary Ignatius, Saint James High School, Haverhill, Massachusetts.
 Sister Teresa Margaret, College of Saint Elizabeth, Convent, New Jersey.
 Sister Mary Mediatrix, S. S. A., Villa Anna, Lachine, Quebec, Canada.
 Sister Marie-Perpetue, S. S. A., Saint Angela's Boarding School, Montreal, P. Q., Canada.

Red Seal Proficiency Certificates

Marguerite Acord, High School, Woodsfield, Ohio.
 Harriet M. Anderson, Senior High School, Clearwater, Florida.

Nettie Black, Township High School, Atwood, Illinois.
 Edna Brogan, High School, Ackerman, Mississippi.
 Ruth O. Coole, High School, Weslaco, Texas.
 Anna M. Crawford, Jr.-Sr. High School, Boone, Iowa.
 S. Eleanor Cunningham, Bellows Free Academy, St. Albans, Vermont.
 Perry G. Dawley, High School, Wharton, New Jersey.
 Dorothy S. Ephlin, High School, Hinsdale, New Hampshire.
 Kathleen Flood, High School, Laredo, Texas.
 Eleanor J. Graham, Union Free High School, Glidden, Wisconsin.
 Elizabeth Green, High School, Shattuck, Oklahoma.
 Elsie Hanzlik, Teachers College of Connecticut, New Britain, Connecticut.
 Loraine Hartmann, High School, Denmark, Wisconsin.
 Marion F. Hayes, High School, Mexico, Maine.
 Bertha Hultslander, Ramsdell School, Middletown, New York.
 Elizabeth B. Kane, Warren Harding High School, Bridgeport, Connecticut.
 Esther R. Korstad, State College, Brookings, South Dakota.
 Guy H. Lorensen, Gila College, Thatcher, Arizona.
 Magdalene E. Majako, Teachers College of Connecticut, New Britain, Connecticut.
 Clara L. McIntire, High School, Agawam, Massachusetts.
 Dorathea M. Nagel, High School, Northampton, Massachusetts.
 Gertrude F. Olsen, Senior High School, Mansfield, Massachusetts.
 Elba S. Payne, Vocational School, El Paso, Texas.
 Ann Poindexter, Georgetown College, Georgetown, Kentucky.
 Viola Post, High School, Monroe, New York.
 Lillian E. Powers, High School, Mexico, Maine.
 Cleo Rayl, High School, Atlantic, Iowa.
 M. Elizabeth Robinson, Howard Seminary, West Bridgewater, Massachusetts.
 Eleanor Schneider, Detroit Commercial College, Detroit, Michigan.
 Eva Simmons, High School, Sequim, Washington.
 Josephine Steinberg, Madison High School, Rochester, New York.
 Angelina B. Tomasi, Teachers College of Connecticut, New Britain, Connecticut.
 Mabel Vogan, High School, Mannington, West Virginia.
 Alice White, Crane Evening High School, Chicago, Illinois.
 Sylvia L. Wolf, Kiel High School, Kiel, Wisconsin.
 Sister M. Assisium, Sacred Heart School, Bathurst, N. B., Canada.
 Sister M. Barnaba, O. S. F., St. Joseph Academy, Pendleton, Oregon.
 Sister Rose Berchmans, S. S. J., Saint Vincent de Paul Convent, Philadelphia, Pennsylvania.
 Sister Mary of St. Claude, St. George's High School, Manchester, New Hampshire.

Sister Mary of the Divine Compassion, Our Lady of Grace School, Morristown, New Jersey.
 Sister M. Estanislava, St. Francis Studios, Balboa, Canal Zone.
 Sister Mary Fidelis, F. C. J., St. Patrick's High School, Providence, Rhode Island.
 Mother Mary Firmin, The Convent High School, St. John's, Antigua, B. W. I.
 Sister Clare Gertrude, St. Joseph's Academy, McSherrystown, Pennsylvania.
 Sister Mary Ida, Sacred Heart Commercial School, Columbus, Ohio.
 Sister M. Johanna, St. Paul's School, Marion, Indiana.
 Sister Mary Leonard, Sacred Heart Commercial School, Columbus, Ohio.
 Sister Jean-Marie, S. G. C., St. Joseph's High School, Lowell, Massachusetts.

Karl Maukert Promoted

• KARL M. MAUKERT, newly elected principal of Duffs-Iron City College, Pittsburgh, enters his position well qualified by experience and temperament. His broad business experience includes many years of private and public accounting. During the World War, he served as Chief of Depot Purchases of General Supplies for the army. He is a graduate of St. Fidelis College and the Tri-State Business College, Toledo, Ohio.

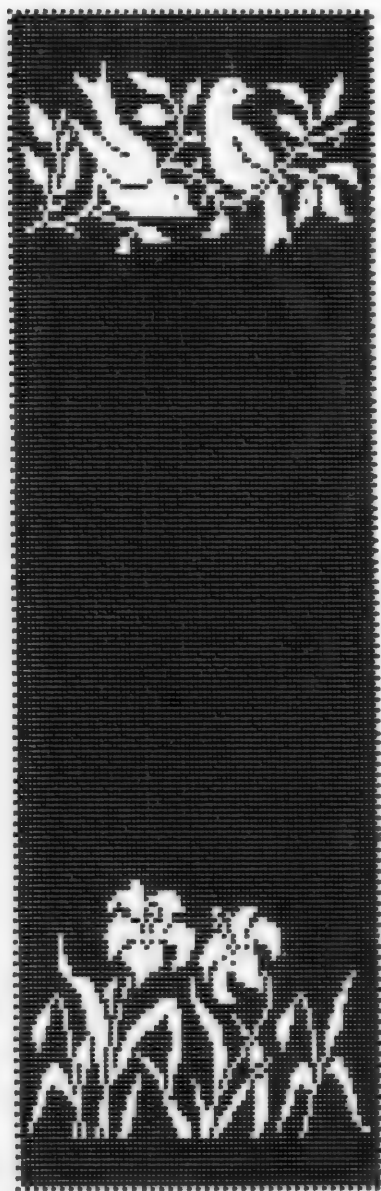


K. M. MAUKERT

Mr. Maukert became associated with Duffs in 1919, and the next year succeeded E. W. Stein as superintendent of the Accounting Department. He will continue to meet with his classes in accounting, economics, management, and law, in which fields he has specialized.

Another important addition to the faculty is that of Mrs. Mary Mertz Bowman as placement director and dean of women. Mrs. Bowman, a graduate of the University of Pittsburgh, was formerly associated with Duffs as superintendent of the Stenographic Department. She is the widow of the late S. E. Bowman, principal of Duffs until his death in December, 1935.

ARTISTIC TYPEWRITING



Berilee Robinson



In rhythm lies the real similarity between music and typing. But in typing, as in music, there must be no discordant note to spoil the effect. This is especially true in artistic typewriting, where each key must be struck smoothly and evenly to produce a "typewriter tone poem" worthy of praise.—Margaret M. McGinn, Head, Typewriting Department, Bay Path Institute, Springfield, Massachusetts.

THE B.E.W. BUSINESS LETTER CONTEST

• L. E. FRAILEY

Editorial Director
The Dartnell Corporation
Chicago, Illinois

LINCOLN once said that when approaching a debate he used two thirds of his time thinking what the other fellow might say, and one third in preparing his own argument. Similar tactics, I think, were necessary in replying to the belligerent Bertha Belle Butterworth. In fact, in every letter problem you must *think* your answer through before a word is placed on paper. Battles are first won in the minds of generals, and good letters are first composed in the minds of the writers.

No fooling, Bertha Belle was a real problem. She had been wounded in two ways—her pride had been hurt, and her boy's reputation attacked. She wanted your store to pay that bill, not because she needed the money, but as evidence that her boy had been unjustly accused. It was a problem that called for straight thinking, and plenty of it, before you actually started your reply.

"This woman," you probably said to yourself, "is the richest person in town. We get more business in a year's time from her family than from any other. I can't afford to lose her friendship if there is any possible way to hold it. Neither can I pay this bill, for obviously she is not entitled to the money. Now, let's see, what are the facts?"

Well, you had the report of the insurance company on your desk. Burton Butterworth was driving more than sixty miles an hour. He whizzed right through a red traffic signal. He had been drinking. Those facts were substantiated by three witnesses. In spite of Mrs. Butterworth's indignation, her boy was clearly to blame. Furthermore, his uncle, Andrew Butterworth, had been called to the police station to give bond. Evidently, the uncle had been shielding the boy. No doubt about it. You could challenge Bertha Belle's letter with enough facts to win the argument. But if you were thinking straight you de-

The replies to Mrs. Butterworth indicate wide difference of opinion about the correct handling of her case

cided against that plan. Folks don't like to be defeated in argument. You might win your case and lose your customer. So that wouldn't do.

All right, then what *could* you do? Were there any bright pictures you could paint in Bertha Belle's mind? She wanted the driver discharged. But wait a minute. Maybe there was a way to get around that. You could apologize for the driver's language. You could remind her that he supports a family of five. She is a member of many of the city committees for relief and charity. It would be good psychology to say that you knew that a leader so active in the agencies for social welfare would rather forgive the fellow than see his family destitute. Yes, that might be good "meat" for your letter.

Now, what could you say about Burton that might please his mother? Could you get her mind away from the charges made against him, and to a side of the accident more pleasing? Why, of course. Tell her how glad you were that he had not been injured. How happy she must have been, too! The damage to the car was nothing compared to the boy's life. Yes, that could be worked into the letter.

"And here's a good idea," you said triumphantly. "Mrs. Butterworth really likes our store or she would not have bought from us so long. Besides, she is a collector of fine lace. I'll tell her in the end of some rare pieces just received from Europe. More than that, I'll say that we will not offer these pieces for sale until she has had the opportunity to examine them."

Do you see what I mean when I say that you must *think* the letter before you write it? Try this plan when solving the April problem. It will help more than anything else to lift your letter into the prize-winning class.

But excuse me. All of this talking, and still the names of the winners have not been announced. All right, here they are, the teachers and students who did the best job in placating the irate Bertha Belle Butterworth. And in further recognition of work well done, the B. E. W. is awarding three additional prizes to both high school and college students—a third prize of \$2, and a fourth and a fifth prize of \$1 each.

February Contest Winners

Teacher Awards

FIRST PRIZE, \$10: Albert M. Berry, Washington State College, Pullman.

SECOND PRIZE, \$5: Margaret Sumnicht, Minot Business Institute, Minot, North Dakota.

HONORABLE MENTION: Anna M. Crawford, Junior-Senior High School, Boone, Iowa; Beatrice Witham, Plymouth Normal School, Plymouth, New Hampshire; Sister St. Mary Donald, Mount St. Bernard College, Antigonish, Nova Scotia, Canada; G. H. Parker, State Teachers College, Fredericksburg, Virginia; Margaret Douglas, The Dominion Business College, Winnipeg, Manitoba, Canada.

Student Awards

COLLEGE—

FIRST PRIZE, \$5: Winifred Castle, Washington State College, Pullman.

SECOND PRIZE, \$3: Richard John Steiner, Washington State College, Pullman.

THIRD PRIZE, \$2: Helen Nash, Kirksville State Teachers College, Kirksville, Missouri.

FOURTH PRIZE, \$1: Marion Hope Hamilton, Berkeley School of Secretarial Training, East Orange, New Jersey.

FIFTH PRIZE, \$1: Robert Obele, Black Hills Commercial College, Rapid City, South Dakota.

HONORABLE MENTION: DeLoris Sandstrom, Minot Business Institute, Minot, North Dakota; Marva Munson, Minot Business Institute; Cecilia Ring, Washington State College, Pullman; Jessie Allen, L. D. S. Business College, Salt Lake City, Utah; Marjorie Bastien, College of St. Benedict, St. Joseph, Minnesota.

HIGH SCHOOL—

FIRST PRIZE, \$5: Mildred Mercer, Rural High School, Leonardville, Kansas.

SECOND PRIZE, \$3: Lucille Hahs, High School, Sikeston, Missouri.

THIRD PRIZE, \$2: Dixie Etter, High School, Ordway, Colorado.

FOURTH PRIZE, \$1: Merrill Rusher, High School, Milford, Ohio.

FIFTH PRIZE, \$1: Robert Townsend, Feitshans High School, Springfield, Illinois.

HONORABLE MENTION: Robert A. Rawizza, Roosevelt Evening High School, St. Louis, Missouri; Miri-

am Davis, High School, Milford, Ohio; Alfred Leloy, Mt. Diablo Union High School, Concord, California; Gwendolyn Sanders, High School, Clinton, Minnesota; Dorcas Ruth Sponseller, High School, Hatboro, Pennsylvania.

Winner, Teacher's First Prize

ALBERT M. BERRY

Washington State College, Pullman

• MY DEAR MRS. BUTTERWORTH: I was sorry to hear of the accident involving your son, Burton, and one of our delivery drivers. We may all of us be very happy that Burton escaped injury or worse and that the damages on both sides were comparatively slight.

I am glad that you have written to us in your frank way to ask for special redress which you believe you should receive. We like to have our customers feel free to come to us when they have a cause, for such action shows that they have confidence that we will hear them patiently and treat them fairly. Only when they appeal to us may we have an opportunity to iron out any difficulties and give them the satisfaction that we want them to have.

Your case is so important and unusual that the Adjustment Service wished to put it into my hands at once. I have exerted myself to get all the facts about the accident, and I have given them my careful thought and attention. I have checked the memorandum of our insurance company and the routine report of the police department. And I have talked by telephone with Mr. Andrew Butterworth, who was with Burton for some hours after the crash and with whom I have been acquainted in a business way for many years.

Through knowing both your husband and your brother-in-law, I have come to entertain a high opinion of your family. On account of the friendly relations between your family and this store, which extend back many years, well into the lifetime of your husband, I want to act in accordance with what will be for your best interests.

We naturally have a feeling of responsibility for persons who may suffer property damage through accidents with any car in our fleet of trucks, and we have provided a regular means of remedy. The National Insurance Company has assumed all our accident liability. According to our contract with them, we enjoy complete protection, for which we pay at a standard rate.

I cannot think that you would want us to pay twice for an accident: once in the insurance premium and once after the event. Should we do so, our only recourse would be to bring suit against our insurance company, which, as you know, would be contrary to all business practices. You would not ask us to proceed in any such manner. If you did, an outsider might get the impression that you wished to take advantage of a situation, and I know, Mrs. Butterworth, that a lady of your position and family would not care to appear in any such light.

Therefore, if you wish to trouble yourself to recover the expense for repairs, I believe you will want to act through the regular business channels. Perhaps you will wish to start court action against the National Insurance Company. I advise you to speak to Mr. Andrew Butterworth in order to form the plan best suited to your needs.

I appreciate your deep concern that the name of Butterworth may have suffered injury through circumstances arising out of the accident. As I said, I have a great respect for that family name, and I sympathize with your efforts to guard and maintain it.

I wonder if that it is not possible that you have overestimated the extent of the damage to Burton's reputation. Mr. Andrew Butterworth tells me that he was fortunate enough to keep the incident out of the papers, and even I should not have known about it if it had not come to me in the course of business. No one attaches any importance to chance utterances spoken in the time of excitement. We have taken to task our driver, Mr. Perkins, for his remarks, and he readily admits that in the heat of controversy he was rather thoughtless. I give you both his and my apologies for the slip, and here I believe the matter should rest. Regardless of the facts of that evening, whatever damage was done could not be repaired by our dismissing an obscure truck driver.

What is more, Mrs. Butterworth, if we were to dismiss Mr. Perkins on account of the incident, he might choose to make a fight for what he thinks are his rights, and there would be the almost certain danger of unfortunate publicity for Burton and you. When you think of the matter in this light, I believe you will agree that we are acting for your interest in retaining Mr. Perkins on our pay roll and that the best way to protect Burton is to take every precaution against the chance starting of unfavorable rumors.

I believe you will give us credit for good will in the way we have handled your case, and, with all reputations still safe, you will not let this unlucky motor accident interfere with a business relationship of long standing which has been both happy and mutually helpful. Very truly yours.

P. S. Miss Forsythe, our Paris buyer, has just brought us a number of original models, including two which she picked out with you specially in mind. She is not certain that you will want both of them but she thinks you will wish at least to look at them before they are offered for sale to the general public a week from Monday.

Winner, College Student's First Prize

WINIFRED CASTLE

Washington State College, Pullman

• MY DEAR MRS. BUTTERWORTH: Our associations with you have always been pleasant ones. Your good will and satisfaction mean a great deal to our company and we are pleased that you have confidence in our ability to make an adjustment.

You, no doubt, understand that companies handling as many accounts as we do protect themselves by placing all accident cases in the hands of competent insurance agents. These people are paid monthly rates to assume all responsibility for the settlement of accidents. Although we would like to make an exception to the usual practice and credit your account for \$97, as you suggested, you can see that our hands are tied by the provisions of the insurance company.

But, after all, Mrs. Butterworth, you realize that \$97 could not make up to you for the insinuation you believe cast against Burton. Neither would the discharging of the truck driver be a satisfactory solution to the problem you are facing.

A woman in your position surely realizes that the truck driver, if discharged, could create unnecessary publicity over the accident and, perhaps, sue you for the loss of his position. Although the truck driver would obviously be taking advantage of your social standing, he would no longer be under our control. Vandell's want to do what is best for you and protect your family from any unfavorable publicity. We, therefore, hesitate to take any action until we hear again from you.

Your fairness and consideration for your son in this accident have shown you to be a thoughtful mother as well as a pleasant customer to deal with, Mrs. Butterworth, and it is with great respect that we look forward to our future association with you. Yours very truly.

P. S. We received today from Spain a lovely piece of genuine Chantilly believed to have come from Queen Isabella's mantilla. Knowing that you are a collector of rare laces, we have taken the liberty of laying it aside for your inspection.

Winner, High School Student's First Prize

MILDRED MERCER

Rural High School, Leonardville, Kansas

• DEAR MADAM: Thank you for writing so frankly about the accident, for you are thus giving us a chance to correct a misunderstanding.

It is only through the cooperation of our customers that we can better our service, so we appreciate your writing to us about the discourtesy shown to your son by one of our truck drivers. He has been reprimanded and cautioned to be more careful in both his driving and his language.

You realize, of course, that accidents will happen even to the most careful of drivers. We do not feel that this mishap was the fault of any one particular person, so we have not credited your account with the sum you requested.

We have just received a new shipment of fine Octagon Curtain Laces from Paris. One pattern is especially suitable for your reception room. Won't you stop in to see it? We shall give you our usual excellent service. Sincerely yours.

Mr. Frailey's Comments

Some of the contestants, I am afraid, were more anxious to win the debate with Bertha Belle than they were to salvage her as a customer for the store. They went at the good lady without the proverbial gloves. For example:

I had a talk with the principal of the high school which Burton attends. He told me that Burton was a very difficult person to handle. He thinks himself superior to his classmates, because of the amount of money given him as spending money. [A slam at Bertha Belle.]

Another writer, even bolder, said:

We investigated Burton's record in school. We found that it was his nature to be insolent and quarrelsome. He takes an indifferent and even sneering attitude in his classes.

Insolent—quarrelsome—sneering—you can imagine how pleased Mrs. Butterworth would be with those adjectives.

A high school student rubbed salt in Bertha Belle's wound with an introduction bristling with sarcasm.

I can't tell you how surprised I was to get your letter. I thought that a woman of your high intelligence would scarcely allow the memory of such a small accident to even remain with you overnight. Surely, you must have difficulty now in remembering the exact details of the accident; you, who are so occupied with much more weighty matters.

He called the accident *small*—just as several other writers referred to it as *trivial*. But such words only belittle Bertha Belle's letter. She would resent them.

Quite a few of the contestants got themselves into a dilemma by admitting the truck driver was the cause of the accident, and then refusing to pay the bill. How *could* a company deny a claim after admitting that it was to blame? Two or three tried to bribe Mrs. Butterworth into good humor by offering her a gift from the store—one of them, a tea tray. I can't imagine such a gift compensating for the loss of almost one hundred dollars.

What do you think of the following reasoning?

Of course you cannot blame the insurance company if it has made a slight error, nor can you blame the truck driver. It was the driver's first accident, and he has a family to support. Knowing of the generous donations you give to charity, we feel that the \$97 damages will be but a drop in the bucket for you to pay.

Evidently, that writer believes in "soaking the rich" and thinks they should enjoy the experience.

The old-time expressions continue to bob up in these letters. Especially conspicuous this month were *your valued patronage* and *it is against our policy in this connection*. These formal, stilted phrases have no place in business letters. They are barriers to simplicity. Don't use them.

I was amused with the writer who tried to justify the truck driver for being abusive with the explanation that all truck drivers are naturally that way. She said, "Blaming him is like licking a dog for chasing a cat; everybody expects it but no one attaches any significance to it." Well, business men would hardly agree to that. The girl at the information desk, the one who handles the switchboard, the truck drivers, and the service men—we expect them all to radiate the good will and friendliness of the company in their contacts with the public.

The letter most noteworthy for diplomacy in the reverse was one by a high school student. It would surely be fuel to make Bertha Belle's anger burn longer. Here it is—a good letter to discuss in the classroom.

We have no intention of insinuating that the accident was all your son's fault, but we would like for you to know both sides of the story.

We have a fleet of thirty trucks, and this is the first time an accident of this kind has occurred, but it is not the first accident for your son.

The people who saw the accident claimed that your son ran through a stop light, and he also abused the officers the night of the accident.

So, to keep down scandal about your son, don't you think it better that you pay the damages for \$97?

It has never been *our policy* to credit our customers account, unless it was a mistake on our part. And we do not wish to begin this policy now.

• BOTH my pupils and I have derived much benefit from your helpful criticisms in the business-letter department of the BUSINESS EDUCATION WORLD. The students enjoy writing letters that answer real problems, particularly when there is a prize shining in the distance.
—Sister M. F.

April Business Letter Problem

Dear Sir:

Will the one that gets this please give it to the clerks in the store. Well, I am begging, you will say. We have heard that old tale until we are worn out. I guess you have too, but I wonder if any of you were out of work three or four years would you be as well off as you are now? Don't understand me to say that I wish you were, for God in Heaven knows that I am glad for any one to have work and not have to work on the relief or starve.

Now listen, and take every word of this to heart. We have one boy that will finish high school this year if he possibly could. School has been going on one week. He has walked the road, tried every way possible to start. Just can't, unless something happens. His papa walked three miles last night to cut tie timber for mill, making from 50¢ to \$1 a day, paying \$3 house rent. Can you figure what we have to eat--but that's OK. We will get by for I get milk to help out. We can board him, but we can't possibly get him one bit of clothes and it would break my heart if I could not see him through high school. Would any of you mind if you were to be thrown in the same shape? Would you not all appreciate help without too much publicity?

I don't ask for fine things. A pair of pants and a pair of shoes and he could go until Christmas and then maybe something would happen. We don't want anything grudgingly. It has seemed my heart would burst all the week since school started. We thought maybe until school started that he could get a bus to drive, but there were some other boys got it first, so he couldn't get it. Now, if you will help--he wears 32 waist, 35 length, 15 shirt, 11 shoes. If you don't help him, please don't say anything about it and if you do, send at once so he can start Monday week anyway.

Please think this over and if you help, send me the bill and if I've got it I will send it back.

A heart-broken mother,

MRS. SAL BROWN

The April problem letter was received last fall, just after school opened, by the manager of the Minneapolis branch of a large chain of retail stores. The tale it tells will leave you distressed to think that such things are possible in our country, and you will wonder what you can say that will give the poor mother even a crumb of encouragement. It is one of those appeals which come frequently to any man in public life, and the pity is that so often the answer must be "No."

Giving Paul His Chance for School

The plot of the story is quite simple—as tragedy usually is. Mrs. Brown is making a brave struggle to keep her family intact, and she wants more than anything else that Paul, her son, shall get the education to which every American boy is entitled. But her husband is out of work, and they are desperately poor. Paul's clothes are so threadbare that he is ashamed to be seen with other boys who come from more prosperous families. He hasn't even a pair of shoes that are fit to wear. So, when school opens, Paul has to stay at home. He had hoped to get a job driving the school bus, but that went to another lad. The mother, swallowing her pride, decides she will appeal to the head of the biggest store in her town. She wants her letter passed among the clerks with the request that they each give a little bit to help solve her problem.

Obviously, if you put yourself in the manager's place, there are three reasons why he must reject Mrs. Brown's plea.

First, many of the employees are working to help support families almost as bad off as that of Mrs. Brown. The manager can't conscientiously ask his clerks to contribute, knowing that many of them will be embarrassed and in some cases make donations they cannot afford.

Second, if this appeal of Mrs. Brown were granted, the gate would have to be opened to other similar ones. It would not be fair to do for one what could not be done for all.

Third, the company itself cannot assume the burden of saying "yes" to the many requests that are so frequently made. There are organized social agencies in the city, and the

company gives generously toward their support. Provision is made in the budget for this annual contribution. There is no money available for random individual appeals, no matter how worthy they may be.

But none of these reasons will in any way solve Mrs. Brown's personal problem. I doubt if you should even mention them to her. The only thing that will help this grieving mother is a suggestion which will show how her boy may be clothed and allowed to go to school. If you can give her such a suggestion, fine. If not, then you can only deny her appeal with as much kindness as you would want some one else to show your mother under similar conditions.

Having been a personnel director, and one to whom many unfortunate people came in times of stress, I know how hard it is to tell them you cannot help them. The elderly man who has lost his job, the widow who must go to work because her husband left her nothing, the pastor of the poverty-stricken church, the down-and-outers who have been reduced to begging—these and many others form a parade to the business man's office. Usually their cause is worthy, but the business man has his worries too. He cannot help all these unfortunate people, so he leaves their problem to the organized social agencies, to which he contributes in a lump sum as much as he can afford each year.

What Can You Do for Mrs. Brown?

In most cities, funds are raised by the agencies by annual campaigns, and pledge cards are passed by executives among their employees. Quite often, the amount pledged by each individual is deducted a little at a time from his salary. Having made this sacrifice—often more than they can really afford—the employees of a business should not be worried with other solicitations scattered throughout the year. So there is small chance that Mrs. Brown's letter would be passed by the head of any business among his workers.

Just the same, your heart goes out to this woman who is fighting to give her boy the advantages that he will need in later life. You are sorry, too, for him, compelled to stay away from other boys because he is ashamed.

You are sorry, but . . . well, the problem is in your hands. What would you have written, had you been the executive who actually replied to Mrs. Brown's letter?

To one of the units of a chain of large department stores came this letter, addressed to "The Manager." It is a request for help from a mother who is heart broken because her boy can't continue in school. You will find the reason in the letter.

The pathos in this situation is that there is nothing you can do. Once you start passing appeals for charity among your employees, there will be no stopping, for many are the requests you get every day.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor of the Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before April 29*.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Only the unsigned copies of the solutions will be judged in that way, your entry is guaranteed an unbiased decision.

Prizes: Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

Honorable Mention—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Education Service, Federal Office of Education.

After her marriage, Mrs. Barnhart continued to be actively engaged in the teaching of methods courses in Shorthand. Her methods courses at the summer sessions of Teachers College, Columbia University, were exceedingly popular. Her most outstanding contribution to the pedagogy of shorthand is the Direct-Association Method, which resulted from her many years of painstaking research and experimentation in the teaching of shorthand theory. Her passing is a distinct loss to commercial education. Surviving, besides her husband, are two sons, Edward Norton and Nelson Gregory Barnhart, and three sisters in Pelham, New York.

• ON JANUARY 30, death summoned Frederick Joseph Rose, 65, prominent attorney of Chico, California, after a year's illness. Attorney, educator, newspaper man, shorthand reporter, and prominent lodge man, Fred Rose had a wide circle of friends and acquaintances throughout the United States. He was born in London of Quaker parentage and was reared a Friend. He received his education in London and went to Scotland as a young man, where, in his early twenties, he published a temperance weekly.

Feeling that his lack of knowledge in shorthand was a handicap to his progress, Mr. Rose took up the study of shorthand and became so proficient that he acquired a national reputation as a shorthand reporter. He came to the United States in 1902 and located in Chicago. Those in attendance at the Silver Jubilee Convention of Gregg Shorthand in 1913 will recall that, at the banquet in honor of Doctor Gregg, Mr. Rose, then a Pitman writer, made an eloquent response to the toast, "His Friends."

In 1918 he was graduated from the DePaul Law School of Chicago. Following his graduation, Mr. Rose moved to California and established a law practice in Chico in 1919. A year later, he purchased Heald's Business College, which he and Mrs. Rose conducted for many years under the name of the Chico Business College.

Mr. Rose is survived by his widow, Mrs. Cleora Rose.

• As we go to press, a wire reaches us bearing the sad news of the death of Mrs. Earl W. Barnhart, on March 14, at her home in Washington, D. C. Mrs. Barnhart was the former Florence A. Sparks of New York City, and until her marriage, a member of the commercial faculty of the Yonkers, New York, High School. She was married in 1924 to Earl W. Barnhart, Chief, Commercial

THE IDEA EXCHANGE

• Edited by HARRIET P. BANKER

"New Marks for Old," an article by Herman O. Hovde of the Loveland (Colorado) High School, which appeared in the December, 1935, issue of the Junior-Senior High School Clearing House, harmonizes so well with the objectives of the Idea Exchange's new series on grading that we are presenting the following summary with the permission of the author and the publishers.—Editor.

New Marks for Old

THE marking plan described in this article was adopted for the Paonia (Colorado) High School in the fall of 1933. An almost identical, though independently planned, marking system is used in the Colorado State Teachers College High School, Greeley, Colorado.

The system uses three marks—S, satisfactory; U, unsatisfactory, and H, honors. Though only three marks are used in this new system, the fundamental difference between it and the older methods is not in the number of marks given, nor in the intrinsic meaning of the marks used, but in the purpose for which the marks are assigned, and in the objectives of education, in which each individual's degree of attainment is indicated by the new method of marking.

The report card used by both these high schools has nine divisions: achievement of objectives, achievement in terms of the student's own ability, ability in learning procedure, work habits, ability in written expression, ability in oral expression, reaction in social relationships, responsibility, and care in personal appearance. Each of the nine divisions is subdivided into specific objectives or abilities. The division is marked by underlining one of the three letters placed at the right of the division heading; namely, U, S, or H. Specific abilities or objectives which are found within each division are marked *plus* if the student has superior achievement or *minus* if the student is below desirable achievement.

A blank space on the lower part of the

form provides for explanation, comments or suggestions for guidance of the parents and student. The reports are mailed to the parents of the students.

The new report card evaluates the student in phases of activity that the ordinary school report neglects. It provides for marking a student on his method of work and also allows students of mediocre ability, who are using that ability to the maximum, to achieve honors. Brilliant students, who, under the usual report system, have made high marks without effort, under the new system must work up to their possibilities in order to receive honor grades.

The new report card also minimizes the high test scores, tends to provide readable reports of progress that will have a meaning to parents, shows the student his weak points so he can concentrate upon them and improve, and tends to make each student an individual dependent upon himself for progress and improvement. The report blank has been carefully worked out to report all qualities that are significant in the mental development of the growing child.

Social qualities are improved under the new system of marking because three of the nine divisions used deal with social qualities. Marking students on social qualities should go a long way toward changing the criticism, common under the older system, that students who fail in school often succeed in life much better than those who had high marks during their school careers.

REPORT TO PARENTS AND GUIDANCE COUNSELOR

Colorado State Teachers College High School
Greeley, Colorado

Student Summer Quarter
Course of Activity 1934

It is the purpose of this report to present an evaluation of student achievement and progress. The first two items below are specific with respect to the particular objectives of the course or activity reported. The remaining seven items are concerned with more general abilities and qualities. To aid in their interpretation, these evaluations have been analyzed into specific activities or abilities. These specific items have been marked "+" or "-" to indicate special strengths or weaknesses of the student. An explanation of such evaluation, particularly of those marked "-", will be found in the space below or on the reverse side of this sheet. U, S, and H indicate evaluations of UNSATISFACTORY, SATISFACTORY, and HONORS.

ACHIEVEMENT OF OBJECTIVES—Each course or activity included in the program of the school is concerned with the achievement by the student of certain objectives. This evaluation refers to the degree to which the student has achieved the particular objectives of this course. U S H

ACHIEVEMENT IN TERMS OF STUDENT ABILITY—The achievement of the student in a given course or activity is modified by many factors such as ability, background, industry, etc. This evaluation refers to the extent to which the student has achieved the objectives of this course or activity in relation to what he is capable of doing. U S H

ABILITY IN LEARNING PROCEDURES—() Self-direction () Reading rate () Reading comprehension () Use of materials and study aids () Recognition of problems () Devising plans for solution of problems () Recall of previous learning () Collecting and organizing ideas () Arriving at correct solutions to problems () Recognition of learning difficulties. U S H

WORK HABITS—() Has broad interests () Is active without frequent stimulation () Approaches problems with a desire to learn () Carries plans through to completion () Applies what is learned () Endeavors to do his best outside as well as inside the classroom () Coöperates with teachers and supervisors in making efforts for improvement () Engages in worth-while out-of-school recreational activities () Shows originality and initiative () Engages in creative activity () Has self-confidence () Is thorough () Is orderly and careful in the use of materials and equipment. U S H

ABILITY IN WRITTEN EXPRESSION—Grammatical construction of () sentences () paragraphs () compositions () Punctuation () Spelling () Fluency and accuracy in word usage () Vocabulary () Neatness and legibility () Rate () Attitudes with respect to standards in writing. U S H

ABILITY IN ORAL EXPRESSION—() Grammatical construction () Fluency and freedom in speech () Pronunciation () Enunciation () Voice () Poise () Speaking vocabulary () Attitudes with respect to speech standards. U S H

REACTION IN SOCIAL RELATIONSHIPS—() Enjoys companions () Demonstrates self-confidence in social relationships () Coöperates in and contributes to group activity () Defends basic rights but recognizes the rights and is tolerant of the points of view of others () Is positive influence in working for the best interests of the school and student body () Accepts responsibilities and performs duties faithfully () Participates democratically in group control () Demonstrates leadership () Uses good manners in contacts with others. U S H

RESPONSIBILITY—() Lives up to agreements () Meets obligations and responsibilities promptly () Maintains school standards and ideals in the classroom, () on the campus, and () off the campus () Is regular in attendance and absents himself only when necessary () Observes school standards and regulations when not under observation of teachers. Unapproved absence.....periods. Unapproved tardiness.....periods. U S H

CARE IN PERSONAL APPEARANCE—() Keeps clothing neat and clean () Maintains good posture in sitting, walking, and standing () Keeps clean and attractive physically. U S H

Explanation of Evaluations, Comments on Improvement, Suggestions for Guidance:

..... Supervising Teacher.....Teacher

Two copies of this report for each student, an original and a duplicate, are to be filed at the Office of the Guidance Counselor at the close of each quarter. Original copies will be assembled and mailed to the parents of the student.

Another advantage of the new marking system is that it does not attempt to rate children mathematically. It recognizes that with our present knowledge of human qualities we are not able to rate human beings as we can machine parts, by exact measurement. It is enough that we determine direction of progress and, as well as possible, the rate at which such progress is going.

The new marking plan also tends toward greater fairness because many qualities are marked, and a student whose conduct merits a low rating can be marked so in social qualities while receiving an achievement rating according to his work.

The new plan of giving S, U, or H marks, with the understanding that such marks are to be based on the ability and effort of the student, gives each child a proper rating of himself. He will, thus, be able to develop himself, according to the best ideas of modern education, into a healthy, well-balanced, social being who can take full part in the complex society of today.—*Herman O. Hovde, Loveland (Colorado) High School.*

Standard-Word-Count Schedule

We have received so many requests for information about the standard-word count for shorthand dictation from one to five minutes that we present the following schedule, used in our test-making department. With this schedule, it is a simple matter to count new dictation material at the desired rate of speed on the 1.4-standard-word basis.

The first column gives the length of the dictation period, in quarter minutes, up to and including five minutes. Each succeeding column gives the cumulative number of syllables for each quarter-minute when dictation is at the speed indicated at the head of the column.

In using this schedule, pronounce each syllable and simultaneously depress the plunger key of an automatic counter. When each quarter-minute's worth of syllables is reached, place an oblique line nearest the last syllable. Where that syllable comes in the middle of a word, place the oblique line before the word.—*A. A. Bowle.*

STANDARD-WORD-COUNT SCHEDULE
SHOWING CUMULATIVE SYLLABLE COUNT BY QUARTER-MINUTES

Minutes		Speed, Standard Words per Minute												
		50	60	70	80	90	100	110	120	130	140	160	175	200
1	1st Quarter.....	17	21	24	28	31	35	38	42	45	49	56	61	70
	2d Quarter.....	35	42	49	56	63	70	77	84	90	98	112	122	140
	3d Quarter.....	52	63	73	84	94	105	115	126	136	147	168	183	210
	4th Quarter.....	70	84	98	112	126	140	154	168	182	196	224	245	280
2	1st Quarter.....	87	105	122	140	157	175	192	210	227	245	280	306	350
	2d Quarter.....	105	126	147	168	189	210	231	252	272	294	336	367	420
	3d Quarter.....	122	147	171	196	220	245	269	294	318	343	392	428	490
	4th Quarter.....	140	168	196	224	252	280	308	336	364	392	448	490	560
3	1st Quarter.....	157	189	220	252	283	315	346	378	409	441	504	551	630
	2d Quarter.....	175	210	245	280	315	350	385	420	454	490	560	612	700
	3d Quarter.....	192	231	269	308	346	385	423	462	500	539	616	673	770
	4th Quarter.....	210	252	294	336	378	420	462	504	546	588	672	735	840
4	1st Quarter.....	227	273	318	364	409	455	500	546	591	637	728	796	910
	2d Quarter.....	245	294	343	392	441	490	539	588	636	686	784	857	980
	3d Quarter.....	262	315	367	420	472	525	577	630	682	735	840	918	1,050
	4th Quarter.....	280	336	392	448	504	560	616	672	728	784	896	980	1,120
5	1st Quarter.....	297	357	416	476	535	595	654	714	773	833	952	1,041	1,190
	2d Quarter.....	315	378	441	504	567	630	693	756	818	882	1,008	1,102	1,260
	3d Quarter.....	332	399	465	532	598	665	731	798	864	931	1,064	1,163	1,330
	4th Quarter.....	350	420	490	560	630	700	770	840	910	980	1,120	1,225	1,400

OFFICE PRACTICE AT ROXBURY

• ELIZABETH A. NASH

Head, Commercial Department
Roxbury Memorial High School
Boston, Massachusetts

OFFICE Practice for Clerical Workers is a general course designed to meet the individual needs of pupils who are included in one of the following well-defined groups:

1. Pupils who are not studying Shorthand II and who, therefore, are not eligible to elect Office Practice for Stenographers.

2. Pupils who are not studying Bookkeeping III and who, therefore, are not eligible to elect Office Practice for Bookkeepers.

3. Pupils who have transferred from other school systems and who require individual program adjustments.

4. Pupils who have changed their original course of study too late in their school careers to enroll in the regular commercial curricula.

In the administration of a large, comprehensive high school, the necessity for constant program adjustments to suit individual pupils is an ever-present problem. Office Practice for Clerical Workers provides opportunity for commercial pupils who otherwise would receive limited vocational skill instruction to prepare themselves for the clerical positions along the levels of general office routine.

The selection of major and minor units in this course is entirely dependent upon the scholastic status of the individual pupil. In general, a unit will be chosen for intensive work from the following group: Calculating Machine, Transcribing Machine, Filing, Billing Machine, Duplicating Machine.

A general clerical unit is introduced into this course to give pupils practice in the routine work of the ordinary business office. Instruction is given on the operation of the switchboard and in special clerical jobs, such as mimeographing and assembling outlines and courses of study.

Office Practice for Clerical Workers meets

Continuing a series of courses of study used by a specialist in the teaching of office practice based on vocational skill

five periods a week and carries five points credit.

I. SPECIFIC OBJECTIVES:

- A. To provide opportunity for special groups of pupils to receive instruction in clerical units of general office routine.
- B. To acquaint pupils with various employment possibilities independent of a knowledge of shorthand and bookkeeping.
- C. To develop vocational skill on a major unit of instruction, such as filing, billing machine, duplicating machine, calculating machine, or transcribing machine unit.
- D. To give a working knowledge of one or two minor units of instruction.

II. UNITS OF INSTRUCTION:

The selection of major units of instruction is dependent upon the following factors:

- A. Amount and quality of previous commercial training.
- B. General scholastic background as indicated by the school record.
- C. Specific ability and power in the following fields:

Typewriting, English grammar and composition, spelling, fundamentals of arithmetic.

A series of try-out tests with the pupils will clearly indicate the specific major unit of instruction best suited to the abilities and aptitudes of each pupil. In the final analysis, by means of this elimination process, the pupil will intensify on the particular unit which is best adapted to her scholastic status and vocational fitness.

There will be no arbitrary division between major and minor units of instruction for the pupils in the various groups. The deciding factor in the final selection of a unit for intensive instruction will be individual capacity.

III. TIME ALLOTMENT:

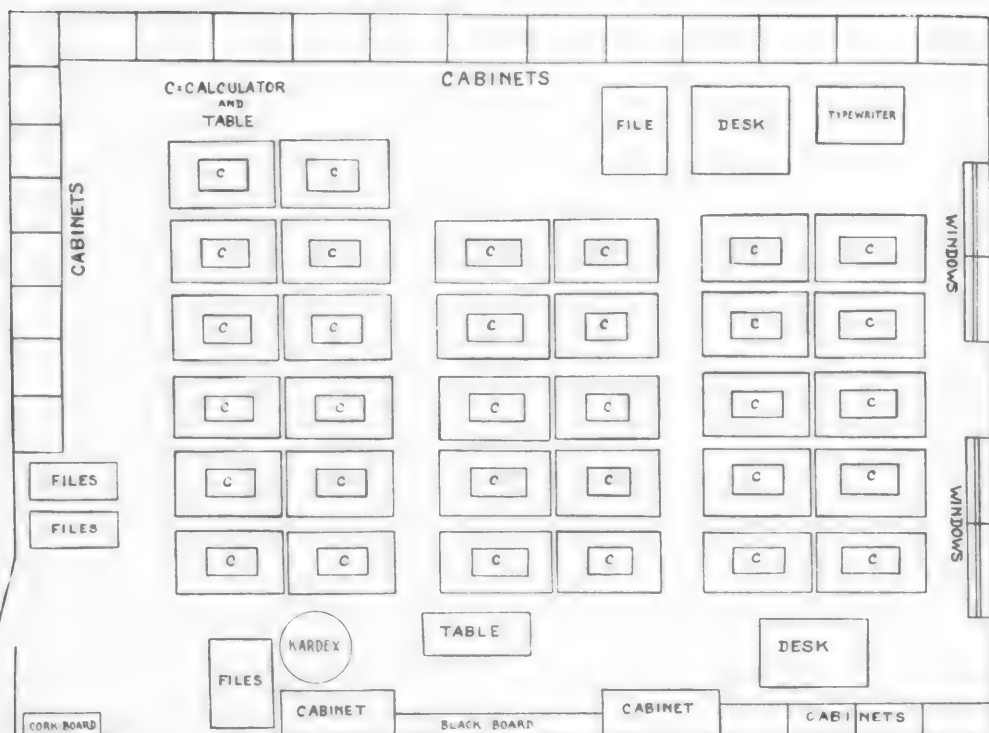
The definite time limits of the major and minor units of instruction will be decided at the discretion of the teacher.

IV. TEACHING CONTENT OF THE BURGESS CALCULATOR OR COMPTON-ETER.

- A. Objectives of the work:
 1. To give the pupil a thorough knowledge of the operations of the machine.

NOTE: This series started in November, 1935.

SEATING PLAN OF CALCULATOR ROOM



Warren Kay Vantine Studio

A CLASS IN OFFICE PRACTICE FOR CLERICAL WORKERS

A photograph taken at Roxbury Memorial High School, showing arrangement of the equipment.

2. To develop vocational skill in the manipulation of the machine.

B. Units of work:

Addition, subtraction, multiplication, division, use of the peg board, application of these operations to business problems.

C. Method of testing the progress of the pupils:

1. Application of the examinations in the Burroughs Calculator Textbook.
2. Comptometer tests.
3. Original tests designed by teachers.

NOTE: See the Assignment Section for detailed references to the complete assignments.

V. TEACHING CONTENT OF THE FILING UNIT.

A. Objectives of the work:

1. To give a thorough knowledge of and intensive drill in the use of the following systems:

Alphabetic (Direct and Variadex), numeric, geographic, subject, L. B. Automatic, Triple Check Automatic Index, Soundex, Kardex.

2. To develop skill in handling original problems of filing.

B. Materials available:

Each pupil is provided with individual sets of Library Bureau Filing material. The textbook is "Progressive Indexing and Filing for Schools."

C. Units of work:

1. Instruction and practice in indexing and the application of filing rules.
2. Indexing and filing 200 cards by the Alphabetic and Variadex systems.
3. Indexing and filing correspondence by the Direct Alphabetic and Variadex systems.
4. Instruction and practice in cross references.
5. Indexing and filing correspondence by the following systems:

L. B. Automatic Index, L. B. Automatic Triple Check, numeric, geographic, subject.

6. Indexing and filing 200 cards by the Soundex System.
7. Indexing and filing 200 cards by the Kardex System.

D. Method of testing the progress of the pupil:

1. Standard tests issued by the Library Bureau.
2. Original tests given by the teacher.

NOTE: See the Assignment Section for detailed references to the complete assignments.

VI. TEACHING CONTENT OF THE TRANSCRIBING MACHINE UNIT.

This unit of instruction should be offered only to pupils who have a mastery of the technical details of English grammar, spelling, and punctuation. Skill in typewriting

is a fundamental requirement for success as a transcribing machine operator.

A. Objectives of the work:

1. To teach the parts of the machine and the theory of the operation.
2. To give vocational skill in transcribing from the records.
3. To teach the method of shaving wax records.
4. To teach the process of dictating new records.

B. Units of work:

1. The parts of the machine and the theory of machine operation.
2. Transcription of records.
3. Original records dictated by teachers and pupils.
4. Shaving of wax records.

VII. TEACHING CONTENT OF THE DUPLICATING MACHINE UNIT.

A. Objectives of the work:

1. To acquaint the pupils with the various methods of duplicating.
2. To give practice in actual production jobs.
3. To develop skill in production according to the job requirements of speed and accuracy.

B. Machines available:

Ditto, Elliot Addressograph, Hectograph, Mimeograph, Mimeoscope, Multistamp.

VIII. TEACHING CONTENT OF THE BILLING MACHINE UNIT.

A. Objectives of the work:

1. To give practice in billing.
2. To acquaint pupils with the different machines used in billing.
3. To teach the application of the billing machine in the preparation of other business forms, such as checks, deposit slips, et cetera.

B. Machines available:

Typewriters, Remington Billing Typewriters, Remington Vertical Adder, Underwood Fan-fold Biller.

C. Units of work:

Original short sets.

IX. TEACHING CONTENT OF THE GENERAL CLERICAL UNIT (REQUIRED).

A. Objectives of the work:

1. To give the pupils opportunity to do actual production jobs for the teachers and for the school office.
2. To acquaint pupils with routine clerical jobs of the ordinary office.
3. To provide opportunity for correlation between theoretical instruction and actual practice.
4. To broaden the scope of the pupils' understanding of office routine.

- B. Methods of approach:
 1. Textbook work.
 2. Special topics and assignments.
 3. Lectures and discussions.
- C. Units of work:
 1. Special clerical jobs:
 - a. Mimeographing work.
 - b. Assembling and stapling material into pamphlet form.
 2. Special typewriting projects:

Business forms, cards, filling in form letters, labels, rough draft, special carbon work, tabulation, telegrams.
 3. Mailing procedure:

Incoming and outgoing mail.
 4. Postal information:

Domestic mail matter, (classification and rates of postage), air mail, parcel post, special-delivery service, international mail matter, rates of postage, money-order system, postal-savings system.
5. Sources of information:
 - a. Business reference books:

Who's Who in America, World Almanac, Dun & Bradstreet, Boston Blue Book, special dictionaries for trade or professional vocabularies.
 - b. Directories:

City, Credit, Street, Telephone.
6. Technique of telephoning.
7. Routine of the office:
 - a. Reception of callers.
 - b. Making appointments.
8. Personality in business:

Appearance and manner, voice, tact and courtesy, initiative and cooperation.
9. Steps in securing employment:
 - a. Preparation for the particular job.
 - b. Application for the position:
 - 1) Personal application.
 - 2) Letter of application.
 - c. Holding the job.
 - d. Promotional possibilities.

COMMERCIAL STUDENT CLUBS

• Edited by DORA H. PITTS

Western High School
Detroit, Michigan

FEBRUARY seems to be a month of beginnings. We have had four letters this leap-year month from sponsors who are organizing commercial clubs in their schools. And that is as it should be, for this is the best time to start such an organization. By the end of the semester the clubs will be on their way to success for the coming year.

Sister Regina Clare, of the Sacred Heart High School, Pittsburgh, writes:

I am organizing a commercial club to consist of Juniors and Seniors in high school commercial classes. The first meeting will be held February 26.

We welcome you to our column, Sister Regina Clare, and predict for your club a prosperous year under your leadership. The ties that bind your pupils to the school will there become stronger and more precious.

Mrs. Meretta S. Harris, of Enterprise (Oregon) High School, writes for information concerning the organizing of a high school club. Mrs. Harris may feel assured of our hearty cooperation in the solution of any problem which may arise.

Mac Smith, of Cuero (Texas) Senior High School, writes that a commercial club will be started soon in his school. He plans to use student-produced plays in making up the club programs. As we have remarked before, plays are a source of inspiration and guide students to better business attitudes.

In company with Mr. Smith we find J. M. Perry, Principal of the Perry School of Business, Waterbury, Connecticut, who writes, "I like your club idea and know that you must have a great sense of satisfaction through its promotion." Mr. Perry plans to have the members of the graduating class of 1936 produce a play. I know that his class will find both pleasure and profit in the promotion of this work. My own senior students in commercial English are likewise preparing a play to be presented soon.

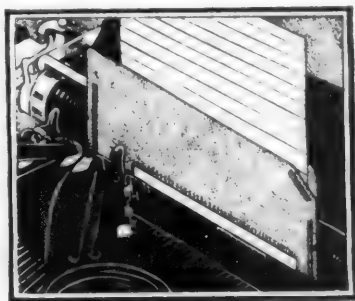
It is a satisfaction to observe the increase in the number of clubs in the commercial departments of the schools of the country, for I believe that education is not found in books alone, but in the free intercourse of those who have the same work and the same ideals.

SUPPLIES AND EQUIPMENT NEWS

• Edited by ARCHIBALD ALAN BOWLE

39. A new stapler, Model 6A, is announced by the Hotchkiss Sales Company. The device, which uses standard staples, has an added feature: it serves as a stapler and also as a tacker. When it is used for such purposes as tacking labels to cases, the base of the machine is simply folded back. The magazine has a capacity of more than a hundred staples.

40. A new and inexpensive bottom-line card holder, created for facilitating typewriting on the extreme bottom edge of cards, has recently been introduced by the Palley Manufacturing Company. The device, made of celluloid, can be rolled easily into any typewriter.



PALLEY CARD HOLDER

As shown in the illustration, the top part of the card holder is composed of a pocket with a slot. The slot is adjusted to the writing edge of the card and is permanent as long as it is needed. After the first card is typed, succeeding cards are slipped into the pocket and typed without disturbing the bottom-line card holder except for pushing back the typewriter platen to start another card in the machine.

The card holders can be obtained in six- and eight-inch sizes; each is packed in a substantial envelope. Card holders for cards of other sizes will be announced later, the manufacturers promise.

41. Twirlit, a new product of the Mitchell Binder Company, will drill a clean, neat hole through a half-inch stack of paper. Papers and cards too thick for the ordinary punch can be drilled for your loose-leaf binder. There are three models. Interchangeable drill heads provide sizes and adjustments for every office need. Twirlit is made in olive green with nickel trimmings.

42. Many inquiries have come to us about substantial office tables. St. Johns Table Company, perhaps the largest of its kind in the world, makes extra strong tables equipped with dove-tailed drawers with three-ply bottoms. The tables are supplied in golden, mahogany, or walnut, and the tops range in size from 24" by 36" to 34" by 72".

43. Speed-Mo Type Cleaner is dedicated to the job of cleaning typewriter type. The principal feature of the applying device is a valve-controlled fountain brush, screwed to the top of the cleaner bottle. The bottle serves as a handle; a slight pressure of the finger operates the valve controlling the flow of the cleaner to the brush. When the valve is released, it closes automatically to prevent evaporation. The brush tip is replaceable.

The cleaner dries instantly and the type need not be wiped.

April, 1936

A. A. Bowle,
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

39, 40, 41, 42, 43

Name

Address

T. Lawrence Davis Honored

• DR. T. LAWRENCE DAVIS, Dean of the College of Practical Arts and Letters of Boston University, was recently honored by receiving the Cross of the French Legion of Honor, which was presented to him on behalf of the President of France by Henri Bergeron, French consul in Boston. The occasion was the opening, on January 22, of the "permanent French exhibition with center of information concerning France" at Boston University.

This new center is an educational venture started by Dean Davis for the benefit of the students of Boston University and the surrounding community. It is expected to be the nucleus of an institution that will provide information on French culture and learning to educational institutions and individuals throughout New England.

• THE 31st annual convention of the Central Commercial Teachers Association will be held May 7, 8, and 9 at the Curtis Hotel, Minneapolis. Several speakers of national reputation will head this year's program. Other features will include round-table discussions, teaching demonstrations, office-machine displays in charge of skilled operators, the annual banquet, and a prize program of entertainment.

O. M. Correll, of the Minnesota School of Business, Minneapolis, is president of the As-

sociation. The other officers are Miss Nettie Huff, Huff School of Business, Kansas City, Missouri, Vice President; Miss Dorothy Hamilton, Hamilton School of Commerce, Mason City, Iowa, Secretary; and Miss Margaret Davenport, Capitol City Commercial College, Des Moines, Treasurer.

The C.C.T.A. was organized in 1902 for the promotion of commercial education in public, private, and parochial schools. Its membership embraces commercial educators throughout the central part of the United States.

• AN EXHIBIT of value to teachers and to publishers alike was held in Hunter Hall, in Oakland, during the week of January 13, under the direction of Dr. William S. Briscoe, Assistant Superintendent of the Oakland Public Schools, with the cooperation of about fifty publishers of school textbooks.

Each school in Oakland was assigned an afternoon for visiting the exhibit, thus assuring an evenly distributed attendance. Teachers were encouraged to report to Dr. Briscoe their recommendations of books to be included in the Oakland list or to be purchased for individual schools.

Superintendent E. W. Jacobsen and Assistant Superintendent W. F. Ewing were frequent visitors at the exhibit.

Discussion between teachers and publishers' representatives established valuable educational contacts.



TEXTBOOK EXHIBIT IN HUNTER HALL, OAKLAND, CALIFORNIA

BOOKKEEPING METHODS EXCHANGE

• Edited by JAMES A. McFADZEN

Head, Commercial Department
High School, Lindsay, California

Effect of High School Bookkeeping on College Accounting

THIS article is the result of a study carried on in the Graduate Department of the School of Business at the University of Chicago. The purpose of this study was to determine the effect of high school bookkeeping training on the achievement of students in college accounting. The findings presented are based on the results of three tests given in twelve colleges and universities during the school year of 1933-34.

The first test, consisting of 100 points, was based on the material covered in the average high school bookkeeping course of one year. This test was given to the bookkeeping students during the first week in the first course in accounting in eight of the twelve colleges to learn just how much of their high school bookkeeping they had retained. This same test was given in three of the other colleges to both bookkeeping and non-bookkeeping students at the end of the first six weeks. (The term "bookkeeping students" refers to those who had bookkeeping in high school.) Finally, this same test was given in the twelve colleges when the equivalent of the average high school bookkeeping course of one year had been covered.

The second test, based on Chapters 13 to 20 in Finney's "Introduction of Principles of Accounting," was given in the five colleges using this text.

A third and final test, consisting of 120 points, was given in eleven of the twelve colleges at the end of the first-year accounting course. This test was designed to cover the material usually presented in the second semester of the course.

The first test given at the end of the first six weeks in three colleges was taken by 57 bookkeeping students and 196 non-bookkeeping students. Using the median and mean as a criterion, the bookkeeping students did from 12 per cent to 28 per cent better than the non-bookkeeping students.

The results of the test given after the equivalent of the average high school bookkeeping course of one year had been covered are based on the scores of 231 bookkeeping and 733 non-bookkeeping students in twelve colleges and universities. In ten of the twelve colleges, the bookkeeping students did considerably better than the non-bookkeeping students. In the other two colleges, the scores were so close that the median favored the one group and the mean the other. There is no question that the bookkeeping students were able to do better during the first semester than the non-bookkeeping students.

The difference in scores of the bookkeeping and non-bookkeeping students on the Finney test, given during the second semester by the five colleges using this text, was not so marked as in the first test. In three of the four colleges having the largest enrollment (Iowa, Drake, and Kansas State College), the bookkeeping students had a slight advantage, varying from 2.5 per cent to about 6 per cent. In one college, Kentucky, where the percentage of bookkeeping students was rather low, the non-bookkeeping students had the advantage in this test.

In the final test given at the end of the first-year accounting course, the bookkeeping group (149 cases) still retained a slight edge over the non-bookkeeping group (432 cases). In four of the eleven colleges, the non-bookkeeping students stood the highest, while in the other seven colleges the bookkeeping students had the best scores. In either case, whether the bookkeeping or non-bookkeeping group excelled, the difference was not great.

To summarize the results of the three tests:

The bookkeeping students have a very decided advantage during the first six weeks of the course and almost without exception retain this advantage while the material presented in the average high school bookkeeping course of one year is being covered—roughly,

the equivalent of the first semester's work in the first course in college accounting. During the second semester, the gap between the two groups is reduced. However, in a majority of the colleges the bookkeeping group still retains a slight advantage over the non-bookkeeping group.

The percentage of bookkeeping students in the twelve colleges and universities used in this study varied from 13 per cent to 44 per cent with a median of 27 per cent. There seems to be no good reason why over one-fourth of the students taking college accounting should be required to repeat material already familiar to them—especially on the same basis with non-bookkeeping students. It would seem to be good economy for both college and student to have a plan whereby all needless duplication of work could be avoided—especially during the first semester.—*Charles S. Springate, East High School, Des Moines, Iowa.*

A Correction

An error was made in stating the degree of John A. Walker, author of the article, "The New District School," which appeared in the March issue, pages 552-554. His degree is M.A. instead of Ph.D.

The sentence on page 552 that reads, "Dr. Walker received the degree of Doctor of Philosophy from Columbia University," should read, "Mr. Walker has completed the residence work required for the degree of Doctor of Philosophy at Columbia University." This error was called to our attention by Mr. Walker, and we regret that it occurred.—*Editor.*

IMPORTANT!

Last month a double postal card was mailed to each subscriber of the B. E. W., asking for some important data required by the Audit Bureau of Circulations for their annual audit. If you have not already done so, will you please rush the return postal card to us? Thank you.—*C. B.*



FAMOUS LIBRARY BUREAU OFFER in FILING PRACTICE OUTFITS

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Hundreds of schools are using the Library Bureau course enthusiastically . . . a new method that substitutes filing practice for filing theory. Students actually work as file clerks . . . learn filing by *doing* filing. Practice outfits are miniature filing departments. Students file miniature correspondence in miniature folders behind miniature guides. The text book "Progressive Indexing and Filing" dovetails perfectly, fits any curriculum. The "Teacher's Key" and "Teacher's Guide" supplement and act as aids to teacher. In addition, a free training course is given to one teacher in each school which installs a complete outfit, text and samples.

ONE SET ENOUGH FOR SEVEN CLASSES

It is only necessary to purchase enough 80-period equipment for each student in one class. Seven dif-

ferent classes can use the equipment at the same time provided each class is working on a different part of the course. Different length courses have been planned and are available covering 20, 40 and 80 periods of work.

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PROFESSIONAL READING

• JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce
State College, San Jose, California

Reviews of important books, educational magazine articles, and some timely tests

I. STIMULATING BOOKS

"EVALUATION OF BOOKS AND OTHER REFERENCES," Chapter XVII, pp. 171-182 of *How to Locate Educational Information and Data*, by Carter Alexander, Bureau of Publications, Teachers College, Columbia University, New York, 1935, 272 pp., \$3.

According to Dr. Alexander, Library Professor at Teachers College, Columbia University, the name of a book on a book list has the same worth as a personal introduction in ordinary life. The review of a book, too, may be likened to the information supplied by an applicant for a position. The busy person cannot possibly read all the new books in his special field and those related to it. He depends, therefore, upon reviews to give him sufficient information about a book so that he may decide whether or not it suits his particular purpose.

Dr. Alexander devotes a chapter of his recent book, indispensable to students of education, to the subject of evaluations of books and other references. The purpose of the chapter is to enable the reader to evaluate book reviews, discussions, and editorial comment on books and current articles.

Everyone will agree with the author that a good book review gives an accurate description of the book, definitely evaluates it, clearly indicates the reviewer's relation to the appraisal, and condenses this material into a short, pointed piece of writing.

A particularly helpful part of the chapter is a list of publications in which reviews of books of various types are found—popular, educational, special fields, subscription, and textbooks.

Following Dr. Alexander's suggestions, we shall endeavor to evaluate his chapter on evaluation.

1. *Does it meet a real need in its field?*—Yes. It sets up standards for evaluation and presents sources for such evaluations that are not available elsewhere. These helps are needed, especially by workers in the field of education.

2. *Has it an acceptable purpose and point of view?*—No one will dispute the author's purpose and point of view. He is thinking of the busy teacher or worker in the field of education who does not wish to be misled regarding books in his field by a biased or cowardly reviewer.

3. *Has it accomplished its avowed purpose?*—Yes. Definite standards for judging reviews have been set up and explained.

4. *Has it adequately presented its facts and ideas?*—Yes. The ideas are clearly expressed. The facts (titles of publications containing reviews) are presented in a classified list.

5. *Has it included all the mechanical aids necessary for achieving its purpose?*—Statements are numbered and lettered, and different styles of type faces are used to set off headings. A workbook of practical exercises for students accompanies this book.

6. *Has it satisfactory supporting evidence for each conclusion or does it make clear which conclusions are merely the opinion of the author?*—In this case, the author's opinions may be accepted because of his experience and position of leadership in the field of library work.

While this chapter is addressed to the consumer of book reviews, it is useful, also, to the producer. Students who are asked to write reviews of books and periodical articles will find here one of the few available guides for their efforts.

MANNERS IN BUSINESS, by Elizabeth Gregg MacGibbon, The Macmillan Company, New York, 1936, 177 pp., \$1.50.

Elizabeth Gregg MacGibbon conducts a nationwide syndicate feature which involves answering thousands of questions on business etiquette. She knows the questions that puzzle the business worker. Last year she gave a dramatized program, called "Good Manners in Business," in the auditoriums of large department stores in thirty cities.

The entire book constitutes a heart-to-heart talk with the business worker. After a discussion of the importance of "attitude" in business, she includes chapters on the job hunt, what to wear, appearance, emotions, getting along with people, introductions, etiquette, sex, parties, weddings, and getting ahead. The chapter headings are cleverly phrased. The style is original and "breezy," free use of modern conversational phrases being made. For example, here are a few sentences from the chapter on "Parcel-Checked Emotions":

"Of both employer and employee, good business demands: Parcel-check emotions on the way to work. Emotionally speaking, the business scene is no symphony. Just below the smoothly impersonal surface in almost any organization is emotional dynamite."

Pupils in office-practice classes, business workers, and teachers will enjoy reading this book. It is not a text nor a reference book, but a book of advice.

There is no index nor are there paragraph headings. An outline would be quite voluminous, as each chapter is full of ideas on its general subject, illustrated with numerous anecdotes.

Because of the present emphasis upon personal appearance, getting along with people, emotional control, and etiquette, we cannot do too much along these lines for our pupils. An entertaining book such as this, by a woman with wide business experience who has made a specialty of these features of office work and of the world of business in general, meets a real need in its field.

The ideal way to use the book would be to read it once for entertainment, general information, and its influence upon one's general attitude toward office work; then, to read each chapter as certain situations arise. As it is, there is such a wealth of material presented that a prospective or actual business worker cannot possibly assimilate and apply all of it as the result of one reading.

BUSINESS EDUCATION AND MONEY MANAGEMENT (Proceedings of the University of Chicago Conference on Business Education), The University of Chicago Press, Chicago, Illinois, 1935, 113 pp. (paper cover), 50 cents.

For the 1936 University of Chicago conference on business education, the general theme of money management was divided into two parts: the individual's money problems and the status and means of money-management education.

The titles and authors of the papers on the individual's money problems are: *The Individual Investor and the Money Market*, by Stuart P. Meech; *How Various Income Groups Manage Their Money*, by Herbert A. Tonne; *Money Management According to Age, Occupation and Sex*, by Ralph R. Pickett; and *An Evaluation of Financial Information and Services Available to the Individual*, by Garfield V. Cox.

The Investor and the Law, by Dean W. H. Spencer, and *How Business Educates the Investor*, by Samuel O. Rice, are the first papers under the general topic, *Status and Means of Money-Management Education*. The remainder of the book is given over to *Money Management and the Public Schools*, by Ann E. Brewington; the conclusions reached and the recommendations made as the result of a jury-panel discussion; lists of textbooks, reference books, pamphlets and bulletins, and source materials.

Each of the papers presents ideas and contains information essential to the equipment of the progressive teacher of business subjects. It is impossible in a brief review to make any meaningful comment on each of the articles, but Miss Brewington's paper, *Money Management and the Public Schools*, has been selected for more detailed mention.

The first part of the paper deals with a survey including the money information and attitudes of students, teachers, and supervisors; the sources of information and attitudes; and the curriculum of the various departments in which the subject of money

is taught. The second and final part of the paper lists Miss Brewington's recommendations, based upon her research.

The results of administering the Heberling-Thomas Money-Information Test to approximately 2,500 persons are given. This test is apparently not available for distribution, as the reference given is an unpublished master's thesis. The following sources of information and attitudes concerning money were investigated: textbooks, activities, organizations, newspapers and periodicals, the home, and courses of study.

Miss Brewington concludes that the task of setting up a program of money management is not one involving reconstruction of existing curricula, but construction based upon new concepts of money and the responsibility of education. In her concept of the building of meanings as objectives of education, she follows the ideas expressed in the 1935 Yearbook of the Department of Superintendence.

She concludes the paper with a suggested outline for a course of study in money management, and brief mention of methods and materials, together with a bibliography of thirty-four items.

For several years, Miss Brewington has been talking about money as the cue concept of education. She has published, with Verona B. Knisely, a bibliography on the social concept of money, has directed research on this subject, and has contributed numerous papers on the subject for magazines and conventions. Her ideas, therefore, are not the result of superficial thought, but of study extending over a period of years.

The report of the jury panel discussion headed by Dr. E. G. Blackstone reveals that there are now many differences among business educators as to the terminology of this new field and its place in the curricula of various schools. These differences are due, no doubt, to the newness of the subject and previous lack of opportunity for group thinking on it.

The reading of this report will acquaint teachers with the present status of the teaching of money management and will give them a basis for necessary thinking along this line.

ECONOMICS OF BUSINESS, by Willard J. Graham (University of Chicago), American Technical Society, Chicago, 1935, 331 pp., \$2.

Newspapers, magazines, and books on timely topics are filled with discussions of the economic effects of certain alternative business or political procedures. Unfortunately, not infrequently they are read without full comprehension by persons who honestly wish to think wisely and sanely about present-day affairs. The reason for this clouded perception is that economics is regarded by many persons as a highly theoretical subject and explanations of economic concepts are thought difficult to grasp.

To the reviewer's mind, the outstanding characteristic of this book on the economics of business is its clarity and conciseness. The terms used in discussions of economic problems, the basic principles of

the science of economics, and the most generally accepted opinions on important points of theory are briefly and clearly explained. Paragraph headings in bold-face type add to the ease of reading, comprehending, and remembering the ideas set forth.

The book is divided into three parts: first, there are five chapters on the history of the development of our social order, including a chapter on the economic development of the United States, all presented as material fundamentally necessary to an understanding of economics; second, seven chapters are devoted to an analytical description of the component parts of our business and economic organization, in terms of types of activity such as manufacturing, marketing, banking, and transportation; finally, there are nine chapters covering practical applications of fundamental economic principles to the solution of current business problems relating to consumption, production, value and price, distribution, money, business cycles, international trade, public finance, and taxation. The material used is applicable to problems of today, although controversial topics are omitted.

This book is recommended to teachers and students who wish to understand economic principles and who appreciate having them presented in succinct and comprehensible form. It is not a case, however, of economics made easy for the young reader. The book is addressed to adults, primarily to business men, and is worthy of their careful study.

ADMINISTRATIVE PROFICIENCY IN BUSINESS, by Erwin Haskell Schell, McGraw-Hill Book Company, Inc., New York, 1936, 292 pp., \$2.50.

There is always a need for the right kind of leaders. Business leaders have an especially significant role to play in present-day life. According to Professor Schell, "In their hands, even more than in the hands of government itself, rests the day-to-day prosperity, contentment, and happiness of the people."

Not all potential business leaders have the opportunity to study at one of the four great graduate schools of business administration. Many of them will receive their training in undergraduate courses and in business itself. The members of this latter group have especial need for published material which will give to them the benefit of the experience of successful executives. Such materials are scarce, possibly because of the relatively small number of persons eligible for executive positions and the exceedingly limited number of men capable of giving authoritative advice to executives.

The author of this book is professor of business management in charge of the Department of Business and Engineering Administration of the Massachusetts Institute of Technology. He thus has opportunity to meet many executives and to study the job of the administrator.

The headings of the various parts and chapters of the book are unusual. With one exception, chapter headings comprise single words, such as *appointment*,

difficulty, *sanction*, *subordinates*, *acclimation*, etc. The headings of the seven parts of the book are Outset, Situation, Process and Resource, Work and Conduct, Agreement and Obligation, Continuity and Tenure, and Progression.

The entire book is written from the "you" point of view. It is a book of advice, from beginning to end. Within each chapter, questions are interspersed and answers given. For example, in the chapter on association, the executive is advised to make intimate friends of his business associates. This question is then asked: "Your concept of association would appear to carry business into one's recreation and even into one's home. Do you feel it necessary that business be so completely infused into all activities?"

The answer is given: "Administration, you will find, is not a sort of job—it is a sort of living."

All through the book, possible comments and objections from the readers are forestalled and met as the author would meet them during a conversation with his friends.

This book fulfills its purpose by giving advice to the actual or potential executive on every phase of his work. It is not intended for popular or general reading. Executives and those who aspire to executive positions will find here a wealth of advice which can be obtained from no other source in this compact and usable form.

II. PERTINENT MAGAZINE ARTICLES

"MATHEMATICS FOR NON-COLLEGE PREPARATORY STUDENTS," by Albert E. Bullock, *California Journal of Secondary Education*, XI: 1 (January, 1936), pp. 22-24.

Mr. Bullock takes the stand that, as our most important mental tool after language is arithmetic, mathematics courses have general educational values. They are thus needed by all high school pupils. He quotes Ernst D. Bassett's analysis of a number of surveys dealing with the business uses of arithmetic to prove his point that the arithmetic used for business is not involved and that it consists largely of application of the four fundamental processes.

He reaches the general conclusion that mathematics should be taught wherever possible in connection with the activity in which it functions, rather than in separate or isolated courses.

ECONOMIC GEOGRAPHY, published quarterly by Clark University, Concord, New Hampshire, \$5 a year.

This magazine contains articles and book reviews devoted to material for classes in economic geography. While it is evidently intended for college use, it includes many papers useful for teachers in secondary schools. The January, 1936, issue presents articles on the following topics: afforestation of Britain, Java, a new map of the manufacturing belt of North

America, new colonies in old Quebec, Vancouver, viticulture in Ohio, Pacific Coast oil and natural gas, Carolina Piedmont, and methods employed in regional surveys. Four books for college use are reviewed. The magazine is attractively illustrated with maps, graphs, and photographs.

III. TIMELY TESTS

While there are few published tests devoted exclusively to the English of business, there are many related tests which may be used profitably by the teacher of business English. Tests in transcription, vocabulary, grammar, spelling, punctuation, reading comprehension, and letter writing are all appropriate for classes in business English.

"THE STATUS OF RESEARCH IN THE FIELD OF BUSINESS ENGLISH," by R. R. Aurner, *The Balance Sheet*, XIV: 3 (November, 1933), pp. 111 ff.

This article contains a discussion of tests in business English, a description of two published tests (Clark and Lewis), and a working list of objective tests for measuring achievement in English. Dr. Aurner concludes his article with the statement that it is feasible to construct standardized objective tests in business English, a foundation of a complete file of presently available English tests having been made.

"SEMESTER TEST IN BUSINESS ENGLISH," by Lillian G. Wilson, *The Business Education World*, XIV: 9 (May, 1934), pp. 587-588.

This test includes units on grammar, vocabulary, principles of effective writing, and oral English. A complete copy of the test appears in the above reference.

LETTER WRITING TEST, by F. Leslie Clark, Public School Publishing Company, Bloomington, Illinois, 4 pp. (with directions for giving and scoring, answers, and norms). For grades 5-12.

This is a letter-writing test to determine a pupil's ability to write business and social or friendly letters. Test I covers expressions commonly used in writing letters; Test II includes the parts of a letter; and Test III comprises the writing of two letters. As the test may be used in any grade from five to twelve, it is elementary in nature, including only the minimum essentials of letter writing.

COMMERCIAL TESTS AND HOW TO USE THEM, by Sherwin Cody, World Book Company, Yonkers-on-Hudson, New York, 1920, pp. 133-152.

These elementary and advanced tests in letter writing may be given to classes from the seventh grade on through the high school. Careful directions for giving and grading the tests are included. An especially valuable feature of Mr. Cody's work is the statement of norms for every test. For example, he tells us that beginners in business houses (grammar-school graduates) average seven errors to a 100-word letters; graduates of commercial departments of high schools, five errors; and experienced stenographers, two errors. These norms make the results of tests interesting to teachers and pupils.

TESTS AND SCALES, The University of Minnesota Press, Minneapolis, Minnesota, 16-page catalogue, no charge.

Business Education Calendar

April

- 3-4 Tri-State Commercial Education Association, Pittsburgh.
- 4 Connecticut Business Educators Association, New Haven.
- 4 Federated Business Teachers Associations of California, Fresno.
- 4 Kentucky Business Education Association, Richmond.
- 8 Inland Empire Education Association, Spokane.
- 8 Minnesota State Business Educators Association, Minneapolis.
- 8-11 Eastern Commercial Teachers Association, New York City.
- 9 Tennessee State Teachers Association, Nashville.
- 11 Federated Business Teachers Association of California, Fresno.
- 15 Ontario Educational Association, Toronto.
- 15-18 Kentucky Education Association, Louisville.
- 16 Georgia Business Education Association, Macon.
- 17-18 Ohio Business Schools Association, Cincinnati.
- 22 Mississippi Education Association, Jackson.
- 24-25 Michigan Business Schools Association, Ann Arbor.
- 25 Ohio Commercial Teachers Association, Columbus.

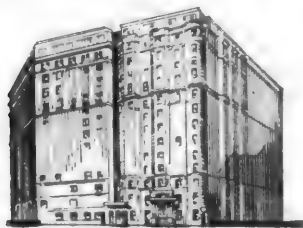
May

- 2 Michigan Business Schools Association, Ann Arbor.
- 7-9 Central Commercial Teachers Association, Minneapolis.
- 16-17 Business Education Association of the State of New York, New York City.
- 23 Commercial Education Association of New York City and Vicinity, New York City.
- 23 New York City Gregg Shorthand Teachers Association, New York City.

THIS MONTH'S QUOTATION

. . . Progress is
The law of life; man is not *Man* as yet.
—ROBERT BROWNING.

NO HIGHER



Clifford R. Taylor, Man. Dir.

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Don't Buy Your Own Home

(Continued from page 629)

from the balance of the obligation. The course in law would have also taught them not to venture into such a tricky affair as buying a home without a lawyer.

If properly taught, they should have realized that the best procedure in buying a home is to save consistently until enough money is accumulated to finance it through a first mortgage at a bank or possibly through some reliable building-and-loan organization.

Or, if they had already made the error, business education might have pointed the way out of the difficulty by suggesting that if our young people ever go into business, they do so only under the form of a corporation, and thus avoid the ball and chain of past mistakes.

Business education recognizes the true character of conditions which will confront the student when he becomes a citizen. It believes that he will be a better citizen if he can be safeguarded by training which will enable him to carry on those business affairs which in the long run most vitally affect his happiness. Our courses in law, salesmanship, mathematics, and other allied general business courses are impressing the student each day of his school life with the proper point of view regarding stocks and bonds, banks, real estate, insurance, employment, and a host of vital business contacts that he will later be compelled to make.

In other words, we seek to make him a good citizen, with an adequate knowledge of both his rights and responsibilities.



• H. C. Post, Principal of Post College, Waterbury, Connecticut, was recently elected a member of the Waterbury Board of Education. Mr. Post came to Waterbury in 1896. He purchased the Harrington Business College, changing the name to Post College. This institution, now occupies its own three-story, brick building modernly equipped throughout.

SUMMER SCHOOL DIRECTORY

Special courses in commercial teacher training and content subjects will be offered this summer at the following schools, according to announcements sent us recently. Additional listings will be given in the May issue.

Alabama

ALABAMA COLLEGE, Montevallo. Two terms: June 11 to July 22; July 23 to August 26. Dr. T. H. Napier, Director; Lelah Brownfield, Head of Department.

UNIVERSITY OF ALABAMA, University. Two terms: June 8 to July 17; July 17 to August 21. Dr. John R. McLure, Director; Jettie Vaiden Ward, Head of Department.

Arizona

ARIZONA STATE TEACHERS COLLEGE, Flagstaff. June 7 to August 14. Dr. T. J. Torney, Director; Dr. D. B. Harmon, Head of Department.

UNIVERSITY OF ARIZONA, Tucson. Two terms: June 8 to July 11; July 13 to August 15. Dean J. W. Clarkson, Jr., Director; S. J. Wanous, Head of Department.

Arkansas

STATE TEACHERS COLLEGE, Conway. Two terms: June 1 to July 3; July 6 to August 8. C. C. Calhoun, Director and Head of Department.

California

ARMSTRONG COLLEGE, Berkeley. June 29 to August 7. J. Evan Armstrong, Director; Dr. A. B. Murphy, Head of Department.

SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 22 to July 31; August 3 to August 21. Walter R. Hepner, Director; Frederick Van Horn, Head of Department.

SAN JOSE STATE COLLEGE, San Jose. June 29 to August 7. Dr. George E. Freeland, Director; Dr. Earl W. Atkinson, Head of Department.

UNIVERSITY OF CALIFORNIA, Berkeley. June 29 to August 7. Professor Raymond G. Gettell, Director.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES. June 27 to August 7. J. Harold Williams, Acting Dean of Summer Session; Dean Howard S. Noble, Head of Department.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 19 to July 31; August 1 to September 4. Dr. Lester B. Rogers, Director; Dean R. L. McClung, Head of Commerce and Business Administration; Dr. Benjamin R. Haynes, Head of Business Education.

Colorado

COLORADO AGRICULTURAL COLLEGE, Fort Collins. Three terms: June 20 to July 10; July 11 to July 31; August 1 to August 21. George T. Avery, Director; J. B. Yingling, Head of Department.

COLORADO STATE TEACHERS COLLEGE, Greeley. June

15 to August 15. G. W. Frasier, Director; Dr. A. O. Colvin, Head of Department.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 22 to July 24; July 27 to August 28. Milo G. Derham, Director; C. W. Woodside, Head of Department.

UNIVERSITY OF DENVER, SCHOOL OF COMMERCE, ACCOUNTS AND FINANCE, Denver. Two terms: June 15 to July 17; July 20 to August 21. Clem W. Collins, Director; Ernest A. Zelliot, Head of Department.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Two terms: June 15 to July 17; July 20 to August 22. C. C. Casey, President; P. E. Leavenworth, Head of Department.

Connecticut

MORSE COLLEGE, Hartford. July 1 to August 14. Wesley E. Morse, Director; Orton E. Beach, Head of Department.

District of Columbia

WASHINGTON SCHOOL FOR SECRETARIES, Washington. July 6 to August 15. A. C. Beaver, Head of Department.

Georgia

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 10 to July 17; July 20 to August 21. Dr. Edwin H. Scott, Director; Prof. E. G. Cornelius, Head of Department.

HATTON BUSINESS COLLEGE, Atlanta. June 16 to August 16. S. P. Hatton, Director and Supervisor of Commercial Subjects.

Idaho

UNIVERSITY OF IDAHO, Moscow. June 9 to July 17. J. F. Messenger, Director.

Illinois

THE GREGG COLLEGE, Chicago. July 6 to August 14. Henry J. Holm, Director; W. W. Lewis, Head of Department.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 18 to August 7. Dr. R. W. Fairchild, Director; Arthur Williams, Head of Department.

UNIVERSITY OF CHICAGO, SCHOOL OF BUSINESS, Chicago. Two terms: June 22 to July 24; July 27 to August 28. Dr. Emery T. Filbey, Director; Dr. W. H. Spencer, Dean, School of Business.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 8 to July 17; July 20 to August 20. Dr. W. P. Morgan, Director; Dr. Clyde Beighey, Head of Department.

Indiana

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 15 to July 17; July 20 to August 21. L. A. Pittenger, Director; M. E. Studebaker, Head of Department.

CENTRAL NORMAL COLLEGE, Danville. Three terms: May 11 to June 12; June 15 to July 17; July 20 to August 21. Waldo Wood, Director; Mrs. Blanche M. Wean, Head of Department.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 15 to July 17; July 20 to August 21. Shepherd Young, Director and Head of Department.

INDIANA UNIVERSITY, Bloomington. June 17 to August 12. Wm. Lowe Bryan, Director; Lula M. Westenhaver, Head of Department.

Iowa

DRAKE UNIVERSITY, Des Moines. June 9 to August 7. L. E. Hoffman, Dean; M. B. Dilley, Head of Department.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 3 to August 21. O. R. Latham, Director; Ira S. Condit, Head of Department.

UNIVERSITY OF IOWA, COLLEGE OF COMMERCE, Iowa City. Two terms: June 8 to July 16; July 20 to August 20. P. C. Packer, Director; Dr. E. G. Blackstone, Head of Department.

Kansas

FORT HAYS KANSAS STATE COLLEGE, Hays. Two terms: June 1 to July 31; August 3 to August 28. Dr. F. B. Lee, Director; Dr. Robert T. McGrath, Head of Department.

KANSAS STATE TEACHERS COLLEGE OF EMPORIA, Emporia. Two terms: June 1 to July 24; July 27 to August 21. Dr. Thomas W. Butcher, Director; Dr. Ralph R. Pickett, Head of Department.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 1 to July 31; August 3 to August 28. G. W. Trout, Dean; Walter S. Lyerla, Head of Department.

A CAREER IN Life Insurance Representation



Most of us know at least one individual who somehow has not yet succeeded in winning a fair reward for his or her efforts.

Suggest to such a person the earnest consideration of *life insurance field work* as a permanent career. Recommend a prompt reply to this advertisement.

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Kentucky

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 8 to July 11; July 13 to August 15. J. Murray Hill, Director; W. H. Arnold, Dean.

MURRAY STATE NORMAL SCHOOL, Murray. Two terms: June 8 to July 11; July 13 to August 15. Fred M. Gingles, Director and Head of Department.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 15 to July 18; July 20 to August 22. Dr. Jesse E. Adams, Director; A. J. Lawrence, Head of Department.

Louisiana

LOUISIANA STATE NORMAL COLLEGE, Natchitoches. June 1 to August 1. A. A. Frederick, Director; N. B. Morrison, Head of Department.

Maine

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. July 6 to August 14. Agnes C. Seavey, Director and Head of Department.

BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 6 to August 14. Chesley H. Husson, Director and Head of Department.

Massachusetts

BOSTON UNIVERSITY, Boston. July 6 to August 15. Atlee L. Percy, Director and Head of Department.

SIMMONS COLLEGE, Boston. July 6 to August 14. Dr. Edward H. Eldridge, Director and Head of Department.

BAY PATH INSTITUTE, Springfield. July 6 to August 14. C. F. Gaugh, Director and Head of Department.

Michigan

UNIVERSITY OF MICHIGAN, SCHOOL OF EDUCATION, Ann Arbor. Dr. L. A. Hopkins, Director; J. M. Trytten, Head of Department.

WESTERN STATE TEACHERS COLLEGE, Kalamazoo. June 29 to August 7. D. B. Waldo, Director; E. D. Pennell, Head of Department.

Mississippi

UNIVERSITY OF MISSISSIPPI, University. June 3 to August 1. Prof. F. E. Farquar, Director; O. H. Little, Head of Department.

Missouri

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. June 8 to August 13. E. L. Hendricks, Director; W. E. Morrow, Head of Department.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 1 to August 7. L. A. Eubank, Dean; Freda Bruns, E. W. Brooks, Heads of Departments.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. June 2 to August 6. Uel W. Lamkin, Director; Dr. Henry M. Alexander, Head of Department.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. June 1 to August 6. J. D. Delp, Director and Head of Department.

Montana

UNIVERSITY OF MONTANA, Missoula. Two terms: June 15 to July 25; July 6 to August 14. Dr. W. E. Maddock, Director; Mrs. Brenda F. Wilson, Head of Department.

Nebraska

NEBRASKA STATE NORMAL COLLEGE, Chadron. Two terms: June 8 to July 16; July 15 to August 21. Robert I. Elliott, Director; Maude Ummel, Head of Department.

THE UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 9 to July 17; June 9 to August 7. R. D. Mortiz, Director; Luvicy M. Hill, Head of Department.

New Jersey

RIDER COLLEGE, Trenton. June 23 to August 21. Dr. Joseph W. Seay, Director; Dr. T. Howard Winters, Head of Department.

RUTGERS UNIVERSITY, New Brunswick. July 6 to August 8. Dr. C. E. Partch, Director; Louis A. Rice, Head of Department.

New Mexico

NEW MEXICO NORMAL UNIVERSITY, Las Vegas. Two terms: June 8 to July 17; July 18 to August 21. Dr. H. W. Marshall, Director; Lloyd V. Douglas, Head of Department.

New York

COLUMBIA UNIVERSITY TEACHERS COLLEGE, New York. July 7 to August 14. Dr. John J. Coss, Director; Dr. Wm. R. Odell, Head of Department.

HUNTER COLLEGE, New York City. July 6 to August 14. A. Broderick Cohen, Director; Matilda S. Eisner, Head of Department.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York. July 7 to August 14. John W. Withers, Director; Paul S. Lomax, Head of Department.

(Continued on page 679)

Shorthand Teachers Please Note

Each year, we have made an effort to meet the closing dates of schools, regardless of how much or how little time was allowed in which to mail the awards. The greatly increased volume now makes this physically impossible unless the awards reach us at least two weeks before closing date. We should like teachers to keep this in mind and give the tests earlier this year.—*Credentials Department of The Gregg Writer.*

Is it *referred* or *refered*?

Is it *benefitted* or *benefited*?

Is it *council* or *counsel*?

Is it *post-man* or *post man* or *postman*?

Is it *post-card* or *post card* or *postcard*?

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In Which Harold and Percival Become Athletes

From "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond

Harold Hare and Percival Pig felt athletically inclined one fine summer morning. And as athletes will, they²⁰ fell to arguing about their respective ability at the running broad jump.

"Here comes Reynard," said Harold,⁴⁰ as the Fox approached reading the Daily Racing Form. "He is a good judge of sports."

So it was agreed that Harold⁸⁰ Hare and Percival Pig would jump across a wide ditch, and that the decision of Reynard would be final.

As Harold⁸⁰ neared the take-off mark he appeared to be in excellent form. But he missed the opposite bank by about six¹⁰⁰ inches and fell with a thud into the ditch-bottom mire.

Percival, encouraged, took a long start and was panting¹²⁰ heavily when he reached the near bank. He soared nearly halfway across the ditch, then dropped by Harold's side in the mud.¹⁴⁰

"Which of us won?" cried the Hare and the Pig in unison.

"Well," replied the Fox, who had a flair for poetry, "you're¹⁶⁰ both in the ditch; I can't say which." And he went on marking his favorites in the Racing Form.

Says Aesop: In the¹⁸⁰ end results are all that matter. (186)

The Use of the Margin

More Excerpts from a Volume of This Title

By EDWARD HOWARD GRIGGS

(The first article of this series appeared in the January issue.)

There is an interesting story told of Napoleon when he was a boy at the military school. It³⁰ is said he attempted a certain mathematical problem that no teacher or pupil in the school had ever⁴⁰ been able to solve. He isolated himself in his room for seventy-two hours, and came out with the problem⁸⁰ solved. Now that was not a wise thing to do: if the problem had not given way, in time Napoleon's physical⁹⁰ constitution would, and it was seriously endangering his health to work for seventy-

two hours upon¹⁰⁰ one problem. Yet the power of concentration and force of will that made it possible for Napoleon to¹²⁰ hold his mind for so long a time continuously upon one problem was the force of will and energy of¹⁴⁰ character that swept all Europe with the armies of France and changed the map of the world; and I have often thought if¹⁶⁰ you and I could bring to bear upon the causes in which we believe such energy, character, and force of will,¹⁸⁰ what might we not accomplish? We could change, not the map of Europe, but the spiritual aspects of the life of²⁰⁰ mankind.

Every college teacher understands my meaning. The student comes in the morning saying: "I spent four²²⁰ hours on my lesson yesterday," and the poor instructor groans inwardly. For what does the student's complaint mean? Is²⁴⁰ it that he actually worked four hours on the lesson at the top of his bent, and perhaps failed to get it? If²⁶⁰ so, one of these results follows: either the student does not belong in that class or the instructor was criminal.²⁸⁰ Does it mean, on the other hand, that the student sat at the window, with an apple and a book; ate a little³⁰⁰ and read a little; looked out the window, vaguely wondering why Miss Brown was walking with Mr. Jones, and whether³²⁰ he would get through in time for the party in the evening; and then glanced at the clock to note that four hours had passed?³⁴⁰ On investigation with my own students, I found it usually the second case and not the first. To say³⁶⁰ that you spent four hours on a lesson means nothing: how much intellectual energy did you spend? Did you work³⁸⁰ for one-half hour with all your might? I have known students to go through the common schools and the high school and graduate⁴⁰⁰ from college, without ever once in their entire student life working for fifteen minutes at the top of their⁴²⁰ intellectual power; and yet it is only such work that develops the mind in the highest degree. Thus the first⁴⁴⁰ open secret of wonderful achievement is concentration; and it is one that can be learned and applied in⁴⁶⁰ the wise use of the margin.

The second secret, even more than the first, is the one such men as Leonardo⁴⁸⁰ and Goethe have especially understood, and whose consistent application explains their astounding achievements.⁵⁰⁰ It is the secret of turning from one form of action to another, without wasteful friction, and making⁵²⁰ the second action rest you from the first. Again you say, "how simple, and how universally understood." Yes!⁵⁴⁰ but how seldom consistently practiced! Take an example again from the field of intellectual life

where⁶⁰⁰ the application of this principle should be especially evident: what day in the week are there the poorest⁵⁰⁰ lessons in every school in America? Monday morning; and it is worse in the college than in the⁸⁰⁰ primary grade. Why? Surely Monday morning, when the college student has had Friday evening, all day Saturday,⁸²⁰ not to mention Sunday, in which to get his lessons, should show the best work of the week. Yet habitually⁶⁴⁰ the student comes unprepared. Give him a few hours of regular mill-wheel grind, and he does fairly well; but give him⁶⁶⁰ plenty of time and opportunity, and he fails to use it. There is no excuse: it is mere dead inertia;⁶⁸⁰ and if you want the plainer word for inertia, it is laziness. (692)

Help for the Timid Person

By H. J. BLIGH

In the "Specialty Salesman"

I read an interesting story the other day about a man who all his life had suffered with an²⁰ inferiority complex. He was timid, shy. He shrank from meeting people. He imagined when he entered a room⁴⁰ or left it that others were watching him, perhaps discussing his lack of poise, his painful self-consciousness.

He was⁹⁰ cured. And how? Well, he got to talking one day to another man, a big blatant sort of person, who always was⁸⁰ the "life of the party." He talked a great deal wherever he was, and whenever he could get someone to listen¹⁰⁰ to him. And this timid soul asked him what was the secret of his ability to meet other people, and to¹²⁰ feel at ease among them, and to carry the conversation, even sometimes to the exclusion of others who¹⁴⁰ wanted to talk. The big man made a confession. It was something like this:

"Why man alive, didn't you ever suspect¹⁶⁰ that I was literally scared to death all the time? Do you know that many, many times I come home at night,¹⁸⁰ after a party or a meeting, and wonder if I hadn't made a plumb fool of myself? I've lain awake nights²⁰⁰ worrying about what people were saying about me after I had left them. I talk to cover up my²²⁰ embarrassment, my feeling of inferiority. Time and time again I vow that I'm not going out any²⁴⁰ more, because I am so fearful when I look back each time that I have talked too much, laughed too much, said the wrong things,²⁶⁰ offended people I had forced to listen or bored them with my meandering conversation. I've never told²⁸⁰ another soul this, but I'm confiding the truth to you because you have told me that you, too, are one of those unfortunate³⁰⁰ people who just can't get rid of the inferiority complex."

The timid man said he had always³²⁰ believed his big friend to be wholly self-confident and unafraid. He had envied him for the things he himself³⁴⁰ lacked. He said the friend's confession was a tremendous shock—but a shock which caused him

to do a lot of quiet thinking³⁶⁰ and observing, and led to a complete change in himself.

No man or woman, regardless of station in life,³⁸⁰ money, intellect or power, should daunt the person who believes honestly he or she has a real service to⁴⁰⁰ render. This man was big enough and wise enough to realize the truth, and to take advantage of it, but not⁴²⁰ to go to extremes in applying his knowledge. He became a quiet-spoken, courteous, confident person⁴⁴⁰ whom everybody liked and wanted to listen to. He threw off the smothering, hampering cloak of⁴⁶⁰ inferiority, and realized that he was just as good as any other man (but no better). Therefore he found⁴⁸⁰ a new happiness, a new content, and new power to conquer and to control his self-dispraisement. (498)

The First Pen

From "Little Tails," General Pencil Company
Jersey City, N. J.

The ancient Egyptian scribes wrote their papyrus-paper documents with the aid of a pen known as a calamus,²⁰ which was cut from a reed.

As the papyrus, also the product of a reed, was rather soft, the end of the⁴⁰ calamus was made into a soft, brush-like point, the fibers of the reed taking the place of the bristles of a⁶⁰ brush.

The oldest known papyrus document dates from about 3500 B. C.—it is over 5,000⁸⁰ years old, having been written in the reign of Pharaoh Assa—but the writing can still be read today almost¹⁰⁰ as easily as when the paper was first written. (109)

371 Graded Letters

Written by LOUIS A. LESLIE

For Shorthand Speed Dictation Record
406-A

For Use After the Completion of Unit 19

My dear Mr. Adams:

It is difficult to know what to do about the bulletin you sent me, but I am²⁰ glad you sent it to me so promptly. If it is your intention to make this bulletin temporary, I do⁴⁰ not think you need my consent. The chances are though that you will want to make it more than temporary.

I maintain⁶⁰ that in many places the sentiment against the comments contained in your bulletin will be intense. Even⁸⁰ though you should retain the hold that you have already obtained on the people of the surrounding towns, I do not¹⁰⁰ think you can induce them to take your view of the events that you contend have given you grounds for your action.

The¹²⁰ extent of your losses because of the extension of time given to the owners of the buildings may not be¹⁴⁰ so large as you have claimed. Your sudden endeavor to make these losses seem even more than you outlined in your second¹⁶⁰ bulletin has nearly ruined your chances of success here.

The rental value of the restaurant should not¹⁸⁰ be counted in your estimate because the building was vacant a long time before the laundry was rented. If²⁰⁰ you want us to lend you money on the inventory of assets you are going to make, please attempt to make²²⁰ every item on it correct. The first inventory you compiled was not really a detailed one and would²⁴⁰ not have been accepted as evidence by any judge in the land. You should be profoundly ashamed to have filed²⁶⁰ such an inventory and in view of what has happened, I think we have been too mild with you. If you continue²⁸⁰ to show this tendency, I shall have a representative spend a month with you going over the details of³⁰⁰ your division since the time it opened. The attendance of my trained representative will defeat any attempt³²⁰ you may wish to make to divide the funds assigned to me or to have the bonds assigned to anyone else.

Very³⁴⁰ truly yours, (343)

(This letter may be used to review the blending principle given in Paragraphs 26, 27, 52, 57, 133, 134, 136, 140, 149, 153, 155, 156, 157, 158.)

Graded Letters

Written by RUTH ARMSON

Ada High School, Ada, Minnesota

For Use with Chapter Seven of the Manual

1

Dear Mr. Temple,

Owing to a sudden stomach distemper on the part of my one and only saddle horse,²⁰ I am sorry that I cannot have dinner with you tonight. I believe it would be wisdom for me to remain⁴⁰ at my ancestral residence and tend to my ailing beast. It may be that I will not long continue to be⁶⁰ the victim of fate, and in due course of time we can continue our extended chats. You do not know how I regret⁸⁰ this necessary detention in my stables.

Very sincerely,

Wilma Camden

To Mr. Alfred Temple¹⁰⁰

Timber Point

Wyoming

By courtesy of One-Shirt Charlie (111)

2

Dear Miss Camden,

I was born unlucky. So were my mother, my father, and my brothers—in fact, my whole family²⁰ circle.

I am going to do all I can to reverse my fate, and so I shall start out in search of a horse⁴⁰ doctor; if necessary, I shall corner a whole assortment of surgeons if they are unwilling to bother⁶⁰ with such an unworthy subject as an ailing horse, and lead them to your barn. Be on the alert, and when you see⁸⁰ a band of riders coming in a streak of dust, do not worry. It will not be a western posse, but just your¹⁰⁰ humble servants, who wish to ascertain

why your best horse, instead of your neighbor, merits your attention.

I warn¹²⁰ you to be ready for dinner at six.

Sincerely,

Alfred Temple

To Miss Wilma Camden

Northern Bar-C Ranch¹⁴⁰

Timber Point

Wyoming

By the continued courtesy of Mr. One-Shirt

Charlie. (155)

3

Dear Alfred,

It is very thoughtful of you to furnish such a helpful band. Forgive me for not foreseeing that²⁰ you would gather help from all quarters. I must confess that Galloping Gussie was seized with distemper a day or⁴⁰ two ago, and that I used her to dignify my real alibi.

It takes courage to tell you this after you⁶⁰ have been so wonderful. Dinner at the hotel, followed by a dance with Cowboy Joe's orchestra in full dress would⁸⁰ mean fine feathers for a simple, little cowgirl, whose leather strappings would be out of place. I have pondered what to¹⁰⁰ do, what to make out of nothing; you do not know the hours and hours of scheming, at any time of the day or night,¹²⁰ but no kind fairy produced a satin dress of the kind that other girls will wear. My best gown is of blue serge, and¹⁴⁰ far from modern, and would be too warm for dancing. Then, when I think of the gorgeous dresses the other girls will wear,¹⁶⁰ I could cry, if I were not of a stern heart.

I am sorry that I was not frank with you in the beginning. Do¹⁸⁰ forgive me.

Penitently,

Wilma

To Mr. Alfred Temple

Timber Point

Wyoming

Courtesy of Charlie²⁰⁰ again. (201)

4

Dear Wilma,

Just between ourselves, I am glad that I know the real reason for your reverse decision. Personally,²⁰ I think formal dances are rather boring. Would you like a picnic over on Lone Peak instead? We'll broil a⁴⁰ steak, and later watch "the moon come over the mountains." The weather promises to be warm, for the thermometer⁶⁰ is rising.

Does this new plan appeal to you?

Alfred

To Miss Wilma Camden

Northern Bar-C Ranch

Timber Point⁸⁰

Wyoming

Courtesy of Charlie (he seldom works so hard) (90)

5

Dear Alfred,

I'll be waiting with a larder full of surprises at six-thirty at the north border of the ranch.²⁰

Wilma (21)

Luther Burbank—the Great Plant Wizard

Written by M. EMMA EICHELBERGER

John Harris High School, Harrisburg,
Pennsylvania

For Use with Chapter Ten of the Manual

Luther Burbank, the value of whose contributions to human comfort is greater than all the gold extracted²⁰ from the mines of California, was born in Lancaster, Massachusetts, March 7, 1849.⁴⁰ When only a child he showed an intense interest in plant life and he had as a plaything a "Lobster Cactus."⁶⁰ It is a coincidence that one of his greatest achievements was the "making over" of the spine-protected⁸⁰ cactus and compelling it to produce food instead of poison, something I always marvel how he could have done.¹⁰⁰

Even at the age of twelve nature was to him more entertaining than any book.

Nothing about him stands out¹²⁰ stronger than his singleness of purpose, his never-wavering aim to make effective his ideal, and his¹⁴⁰ wonderful inclination to work—persistent, never-tiring work. He was in the habit of doing things by the¹⁶⁰ thousands; his working days averaged fourteen hours and he kept up that pace throughout four decades.

During the forty¹⁸⁰ years he made one hundred thousand definite experiments ending in the complete transformation of almost²⁰⁰ every sort of plant life, observing selection, polination, and propagation or destruction of more²²⁰ than a thousand individual plants. A hundred thousand experiments so extraordinarily well²⁴⁰ done that his successes ran into the thousands—how vast that seems to most of us who are content to do one thing²⁶⁰ at a time.

His first creation, when he was a boy, was the Burbank potato. The increase made by his discovery²⁸⁰ in a single crop, without any increase in capital invested, amounts to astounding millions.³⁰⁰

In 1875 he started to California with very little money and a hand³²⁰-bag of his own potatoes, and with an unselfish determination to realize his ideal. He settled³⁴⁰ in Santa Rosa. The country was new and not well-settled, making it difficult to find work, but even then³⁶⁰ he saw the unparalleled opportunities of this land of everlasting sunshine. He suffered nearly all³⁸⁰ the hardships that adverse circumstances could heap upon a man, but he succeeded by superhuman effort⁴⁰⁰ in earning enough to purchase a small plot of ground. Here he established a nursery which was to become famous⁴²⁰ throughout the world—The Luther Burbank Farms—the home of the Luther Burbank Society.

Among the multitude⁴⁴⁰ of transformations are fruits, flowers, grains, vegetables, nuts, grasses, shrubs, trees, wild mountain plants, field plants, and desert⁴⁶⁰ plants. He gave us the spineless cactus and made

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it produce delicious fruit; he turned a troublesome weed into⁴⁸⁰ the beautiful Shasta Daisy; he made the blackberry white and thornless; he created a scented calla; made⁵⁰⁰ the stoneless prune; the ever-bearing strawberry; introduced a new fruit, the sunberry, a product of the wild;⁵²⁰ and made a plant that bears potatoes below and tomatoes above—and all this without cost.

Those who knew him⁵⁴⁰ personally agree, I understand, that he was a gentle gentleman, quiet and kindly, the kind that lives long⁵⁶⁰ because he lives well. They tell us with great pleasure how he was always at work, always busy, always thinking, planning,⁵⁸⁰ doing, dissatisfied with the past, facing the East with an eager hope. "He was as curious as a child,⁶⁰⁰ strong as a man, persistent as gravitation and gifted like a god."

Is it too much to say that among the⁶²⁰ great

benefactors of the race Luther Burbank will be unique in the splendor of his monument—a monument⁶⁴⁰ that can never crumble while sunshine, air, and soil carry on their chemistry? (654)

Some Good Rules

Promulgated by the Postmaster General
of the United States for the Men
in the Postal Service

Equally Applicable to All of Us

1. Smile, use courtesy to all, equals and subordinates, as well as superiors. It requires the use of²³⁰ about thirty-six muscles to smile and of ninety-seven to frown. Why work overtime?

2. Respect the authority⁴⁰ of others and the personal dignity and feeling of subordinates.

3. Criticize constructively.⁶⁰ Show how to improve conditions and how to correct and avoid error.

4. To a patron accept blame for⁸⁰ the mistakes of the office; do not air inside differences. If you are doing your best, assume that your fellow¹⁰⁰ workers are doing theirs.

5. Don't encourage gossip, belittle or adversely criticize a fellow worker.¹²⁰ We all have good points and like credit for good performance.

6. Be generous when another gets it "in the¹⁴⁰ neck." Fortune's wheel is always turning and you may be on the under side some day.

7. Don't hide behind cryptic¹⁶⁰ statements and take advantage of the double meaning of words. Cultivate clearness; come clean. Let others know where you¹⁸⁰ stand and what you mean. (184)

Where is Thy Sting?

By CHARLES L. SWEM

(Continued from the March issue)

For²⁶⁰ a brief second I was too dazed even to think. My recent discoveries should have prepared me for something²⁸⁰ startling, but this was too un-

canny to be conceivable. Presently I tried to persuade myself that I was²⁹⁰ mistaken, but the first realization had left an impression upon my mind which no amount of self²⁹⁰-persuasion could remove. That I was resting in a deathbox I had little doubt; the shape of the box, its shallow cushions,³⁴⁰ and an indescribable heaviness about the air I breathed thoroughly convinced me of my weird position.³⁶⁰

And with the suddenness of realization came, too, the unloosing of my memory. I remembered³⁸⁰ the storm, the dark room, my captors, and the stench of ether. Who were they? and what was their purpose? In the momentary¹⁰⁰⁰ glimpse of their muffled features I recognized none of them. I am not of an enemy-making disposition¹⁰²⁰—to a fault, be it admitted; I knew of no one who would go to this length to work their will upon me. And¹⁰⁴⁰ why should I be singled out as the victim of such a joke? For a joke it must be. No other explanation¹⁰⁶⁰ was conceivable.

In the midst of my ruminations I was startled by a sharp creak as of a door opening¹⁰⁸⁰ close at hand—the first sound I had heard. At the same time I was conscious of a gentle draft that swept over my¹¹⁰⁰ body and penetrated the pores of the silken hood over my face. Immediately the source of the death¹¹²⁰-like air that I breathed was plain, for the cool draft of air came to my nostrils laden with the sickly odor of fresh¹¹⁴⁰ flowers. Lilies and carnations they were—flowers to me always associated with a death-room and a solemn¹¹⁶⁰ procession of mourners! I again lost all reason and memory under the thought that began to take shape¹¹⁸⁰ in my mind.

A repetition of the creaking noise brought me to my senses, but it was the second sound that came¹²⁰⁰ to my ears which caused me to catch my breath. What I heard reminded me of a half-choked sob. I listened again and¹²²⁰ succeeded in catching it more distinctly. It was a sob, I was sure, such as might be smothered in a handkerchief.¹²⁴⁰ I was conscious at the same time of a low moaning coming from a distance, which at first resembled the steady¹²⁶⁰ whimpering of a puppy-dog. But no, it



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was the sound of mourning as at a funeral, the realization¹²⁹⁰ of which served to increase my apprehension.

An audible footstep on the floor, another, and the sobbing¹³⁰⁰ grew louder. It was moving in my direction! My heart stopped beating as the footsteps grew nearer, and I felt¹³³⁰ the presence of several persons in the room. Somebody passed by mumbling unintelligibly, and I was¹³⁴⁰ aware that a woman stood above me, sobbing. She stood thus for a moment; then suddenly falling on my covered¹³⁶⁰ face, she alternately wept and scratched at me until I thought she must be mad. It was so ridiculous that¹³⁸⁰ I wanted to shout and leap out of my prison; but when I found I was helpless to do either, my situation¹⁴⁰⁰ became alarming. Good heavens! I was not dead, and these people must know it. I did not know them anyway, and¹⁴²⁰ why all this foolishness over me? It was intolerable. The woman was pulled off my helpless body struggling¹⁴⁴⁰ and weeping violently, and I experienced a sense of relief. This, however, proved to be short-lived.¹⁴⁶⁰ My recent mourner had but left my side when I was conscious of the presence above me of a second person.¹⁴⁸⁰ It was another woman, I guessed intuitively, who was evidently trying hard to contain a grief¹⁵⁰⁰ which she finally let forth in a sharp cry and fell heavily across my helpless body. At the sound of her¹⁵²⁰ voice my heart froze within me. It was the voice of my wife! Either that or my mind had gone completely.

I broke into¹⁵⁴⁰ a cold sweat and mentally reproached my brain for deceiving me. It could not under heaven be my wife, I¹⁵⁶⁰ distractedly told myself. She must know that I was not dead; and yet I swore it was her voice that rang in my ears¹⁵⁸⁰ and her presence I felt to be beside me. It was maddening! I attempted in vain to call out and break the¹⁶⁰⁰ spell that seemed to bind me. I strained every nerve in an attempt to rise, and I felt that my chest heaved enormously¹⁶²⁰ with the effort; yet it seemed I was mourned for dead. She above me continued to weep until lifted off my¹⁶⁴⁰ body and carried quietly away. I breathed easier and prayed fervently that there were no more. One by one¹⁶⁶⁰ others came up to me, paused for a moment, and passed on without a word. The monotonous shuffling of feet over¹⁶⁸⁰ the bare floor and the heavy breathing of those under restraint was all that I heard; and occasionally a cold¹⁷⁰⁰ hand touching mine dispatched a fresh chill throughout my body. As I analyze my condition of mind now, I find¹⁷²⁰ that I was dazed, hypnotized by what had occurred. Fear, I suppose, should have dominated me, yet it was only¹⁷⁴⁰ at short intervals, when my helplessness forced itself irresistibly upon me, that I felt afraid. However¹⁷⁶⁰ real it all was about me, my senses seemed too sluggish to grasp the full significance of the situation.¹⁷⁸⁰ After the first shock had worn off, I was surprisingly calm and all other feelings that existed within¹⁸⁰⁰ me were tempered by an intense curiosity which it was impossible to down.

Again I was aware¹⁸²⁰ that some one stood beside

me. A heavy asthmatic breathing above me told me that it was a man of large¹⁸⁴⁰ proportions; and I felt that a pair of sharp, piercing eyes were gazing intently upon me. Their owner, I soon¹⁸⁶⁰ discovered, was muttering audibly to himself. As I listened, I could catch now and then a word the import and¹⁸⁸⁰ intonation of which would indicate him to be a man of irascible temper. He appeared to be¹⁹⁰⁰ abusing some one against whom he held a grievance; and not for some time did I realize, with considerable¹⁹²⁰ astonishment, that his remarks were addressed to me. I should not have credited this amazing circumstance but¹⁹⁴⁰ for the fact that he spoke to what he believed to be a corpse lying in a coffin, as was evident from his¹⁹⁶⁰ speech. I was the more amazed by his violence and the extreme animus of his abuse. The terms "scoundrel!" "cheat!"¹⁹⁸⁰ and "good riddance!" I heard too plainly to be mistaken; and they were uttered without the slightest provocation²⁰⁰⁰ that I could imagine. Never had I known such a violent person, much less given him a grievance that he²⁰²⁰ should carry to my grave. And, if he believed me dead, what sort of creature must he be to show so little respect²⁰⁴⁰ for death? It was too hideously uncanny to be real. How *was* it to end?

My strange visitor had left me²⁰⁶⁰ and the room was quiet, when the door creaked again; heavy footsteps resounded on the floor, and again some one was²⁰⁸⁰ beside me. There was a slight shuffling of feet and a concussion of air struck me full in the face.

My imperfect²¹⁰⁰ light was suddenly cut off, and the air became heavier. For a short space I was at a loss to account for²¹²⁰ what had happened, but it was soon very clear. The lid to my prison had evidently been fitted. I felt myself²¹⁴⁰ lifted up; more feet shuffled faintly on either side; and I was moving forward head first. I was impressed by²¹⁶⁰ the fact that my direction was downward and that I was deposited some distance away from the room in which²¹⁸⁰ I had lain. A rasping sound struck my ears as my bed was pulled over a hard, wooden surface, and I was left alone.²²⁰⁰

There was a perceptible change in the atmosphere about me, from which I judged that the dampness I now²²²⁰ experienced was that of the night. Whether it was the same night as that on which I sat in my chum's room watching the²²⁴⁰ storm I had no means of knowing. There was no storm now raging. The night was silent. The time was undoubtedly many²²⁶⁰ hours past; it may have been days, for who knows how long I was unconscious? Who but my captors? I wondered if *they*²²⁸⁰ thought me dead. Had they attempted to take my life, only to leave me in the helpless plight in which I found myself?²³⁰⁰ Or was it a hoax, perpetrated for I knew not what. No, it was too realistic, too natural for that.²³²⁰

I was again in motion. In the light of my recent experience I concluded that my conveyance was²³⁴⁰ a hearse—notwithstanding the uncomfortable journey it proved to be. It was surely not such a hearse

as I²³⁶⁰ had been accustomed to seeing, a rubber-tired, ornamental and noiseless conveyance for the dead. My bones ached²³⁸⁰ from the bumping and tossing which they received with each jolt of the vehicle; and divers creakings and rattlings beneath²⁴⁰⁰ me testified to an advanced state of disrepair. As I say, I was curious. I remember every²⁴²⁰ detail, however trifling. For what could be more trivial than a loose bolt in the hearse that bore me, or the²⁴⁴⁰ creaking of its boards?

I don't know how long I rode. It seemed like hours to my aching bones, but with a jerk the conveyance²⁴⁶⁰ came to a stop. The back of it was let open with a bang, and I was lifted out. From the incline of my body²⁴⁸⁰ I gathered that I was being carried up a series of steps. Presently I was set down, and all was quiet.²⁵⁰⁰ I knew I must be under a roof, for the air that somehow managed to penetrate my prison was warmer²⁵²⁰ and closer, and there was a deadness to the footsteps of my captors that suggested a well-carpeted floor. I²⁵⁴⁰ wondered curiously where I had been taken and what would happen next. (2553)

(To be continued next month)

Symptoms of Spring

By JULIA LeCLERC KNOX

So this is April!

From my schoolroom window I peep furtively,
In the nearby yard I see the bright tulips springing²⁰
elastically,

Fat, cheerful, young robins seek their lunch counter
hungrily,

Happily there is no depression⁴⁰ in the worm market, at least.

The mobcapped, neighboring housewife plies broom
and brush, industriously.

The stiff, clean⁶⁰ breeze that twitches the Monday
clothes line, mischievously

Blows about last year's disintegrating leaf that seems
to say,⁸⁰ mournfully,

"As I am now so you will be!" But who pays any
attention to such warnings

Save those akin to¹⁰⁰ the withered leaf?

April's strong, sweet buoyancy knows not the meaning
of "What's the use?" (114)

Actual Business Letters

From the winning sets submitted in the last Gregg News Letter Contest by Fay Eaton, Los Angeles, California; Marion E. Beauchamp, North Haven, Connecticut; Cloyce Crooks, Harper, Iowa; and Alice Faircloth Barrie, Boston, Massachusetts

Messrs. Wilder & Sternes
1070 East Thorpe Street
Lansing, Michigan

Gentlemen:

It has now been a²⁰ year since we recharged your Fire Extinguishers.

In order to be efficient, extinguishers must be recharged at⁴⁰ least once a year (according to the National Board of Fire Underwriters), and we feel

sure that you want your Fire⁶⁰ Protection Equipment to be in proper working order at all times.

This important matter will be given⁸⁰ our immediate attention if you will simply drop the enclosed card in the mail box, today. No further¹⁰⁰ information is necessary.

At your service, (109)

Miss Helen Williams
324 Howe Street
New Haven, Connecticut
Dear Miss Williams:

Under separate²⁰ cover we are sending you several catalogs as you requested on March 30. We are also sending⁴⁰ with these old catalogs one of our new catalogs, and feel sure some of the items contained therein will be⁶⁰ of special interest to you. Any orders you may favor us with will be appreciated and will have⁸⁰ our prompt and careful attention.

Very truly yours, (89)

Mr. H. N. Key
The H. N. Key Company
Cleveland, Ohio
Dear Mr. Key:

After playing the new Geiger²⁰ No. 2 Violin, in all branches of my work for a period of eight weeks, I cannot speak too highly⁴⁰ of this wonderful instrument.

Many fellow musicians who have tried it are of the same opinion.

I⁶⁰ think it would be advantageous to your firm if you were to stress the marvelous intonation of this violin.⁸⁰ It's wonderful!

Very truly yours, (87)

Mrs. Catherine T. Howley
1079 Pleasant Street
Newton, Massachusetts
Dear Madam:

Let²⁰ the cheerful note—

of Springtime find its echo in your home. Make it mean more than just a street address. Let it be a⁴⁰ place of gladness, where the furnishings provide comfort.

We feature furniture of good taste—

Suites that speak of Springtime,⁶⁰

Strongly-built individual pieces,

Rugs, pictures, lamps—

To make your home a dwelling place of delight.

You'll find real⁸⁰ pleasure in "just looking." And whether you intend to purchase or not, we'll be more than glad to show you around.

Come¹⁰⁰ in, whenever you like.

Cordially yours, (107)

Funny Stories

Good Catch

A man in a hospital for the insane sat fishing over a flower bed.

Flash!

OUR BUSINESS LIFE

• By LLOYD L. JONES

will be off the press April 15

Everything in this new text for junior business has a value to the individual in his *everyday* business life. It trains for a well-rounded knowledge of business and business practices that enables the individual to live a more satisfactory economic life.

The twenty-nine chapters, filled with the interesting facts and romance of business, and a wealth of intriguing pictures, are a cross-section of business life today. Each chapter is broken down into short units called topics which are followed by review questions on text and social business assignments.

At the end of each chapter will be found vocabulary improvement assignments, and everyday business problems that are particularly fruitful in outcomes. These problems interpret the business community to the student and provide a highly satisfactory type of exploration. One feature of the

problems is the functional arithmetic content, the kind of arithmetic that we use in our daily lives and the kind that helps to stay within budgets.

OUR BUSINESS LIFE emphasizes participation in life; it reveals the big part that business plays in our lives and trains the coming generation in more effective use of the services and goods provided by the business world. In a simple and non-technical manner, it deals with the part that buying and selling should play in our individual lives. Thrift is treated from a common-sense and practical angle. The institutions and organizations of business are presented in a light that is fair to both producers and consumers. This fine new book, by an experienced authority, is a worthwhile contribution to our business education literature. It can be used with or without the accompanying work book.

Teachers of junior business training, and school authorities interested in the subject are invited to send to our nearest office for a sample copy.

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A visitor approached and, wishing²⁰ to be affable, said, "How many have you caught?"

The reply was: "You're the ninth." (34)

Precaution

"What's the first thing you do when cleaning your rifle?" the sergeant demanded.

"Look at the number," said the newcomer.²⁰

"Oh," barked the sergeant, "and what's the big idea?"

"To make sure I don't clean someone else's." (35)

The Test of Courage

Helen (the daughter of a dentist): Well, dear, have you asked father for my hand yet?

Suitor: No, I always lose courage.²⁰ Today I allowed him to pull another tooth. (29)

Double Delight

Tourist: Well, I congratulate you. It is a great honor to be the oldest inhabitant.

Native: Yes, sir,²⁰ but what makes it so funny is that my old woman is older, but she won't admit it. (36)

No Need for Alarm

Workmen were making repairs on the wires in a schoolhouse one Saturday when a small boy wandered in.

"What you doing?"²⁰ he inquired.

"Installing an electric switch," one of the workmen said.

"Well," concluded the little fellow, "I⁴⁰ don't care. We moved away and I don't go to this school any more." (51)

The Unexpected

An ancient car chugged painfully up to the gate at the races. The gate-keeper demanding the usual fee²⁰ for automobiles called: "A dollar for the car."

The owner looked up with a pathetic smile of relief and said: "Sold." (40)

Junior O.G.A. Test

Adapted from Aesop's Fables

Two men about to journey through a wood promised to stand by one another in any danger. They had not gone²⁰ far before a bear came out from the thicket and stood in the path. One of the men, an agile fellow, got up into⁴⁰ a tree. The other fell flat on his face and held his breath. The bear came up and smelling of him took him for dead⁴⁰ and went off. The man in the tree came down and joining his friend asked, "What was the secret that the bear whispered into⁸⁰ your ear?" "He," replied the other, "told me to take care for the future and not to put any confidence in such¹⁰⁰ rascals as you are." (104)

Denver Conference in June

• IN JUNE, 1935, the University of Denver School of Commerce undertook the sponsorship of the first regional business educational conference on the general theme, "Social and Economic Trends and Their Implications in High School Business Education."

Based upon the success of this venture, and at the request of a number of teachers in the Middle West area, a second conference is planned for Thursday and Friday, June 25 and 26, 1936. The general theme will be "Current Problems in Commercial Education," with emphasis upon consumer education and general business subjects. At least one of the afternoon sessions will be devoted to a series of round-table discussions on the teaching of the various business skill subjects.

The Conference participants will include several business-education leaders from distant points and also a number of staff members and administrators from schools in the Rocky Mountain area. All business teachers and others interested in commercial education are welcome to attend. A detailed program will be published in the May B. E. W.

Summer School Directory

(Continued from page 668)

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 6 to August 15. C. A. Hildley, Director; G. M. York, Head of Department.

SYRACUSE UNIVERSITY, Syracuse. Two terms: July 6 to August 14; August 17 to September 19. Dr. Ernest Reed, Director; Prof. George R. Tilford, Head of Department.

UNIVERSITY OF BUFFALO, Buffalo. July 6 to August 15. L. O. Cummings, Director; L. O. Cummings, H. I. Good, Supervisors of Commercial Subjects.

North Carolina

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. June 9 to August 28. W. E. Bird, Director.

(To be continued)

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